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ABSTRACT

One in a series of over 50 similar listings relating to handicapped and gifted children, the bibliography contains 100 references selected from Exceptional Child Education Abstracts concerning programs for the educable mentally retarded. Bibliographic data, availability information, indexing and retrieval descriptors, and an abstract are included for each entry. Entries include texts, journal articles, conference papers, and program guides. Author and subject indexes are provided. (KW)

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EDUCABLE MENTALLY HANDICAPPED—PROGRAMS

A Selective Bibliography

February 1971

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The Council for Exceptional Children
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EC 032 733

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408 - 477	1.75	968 - 1037	3.75
478 - 547	2.00		

ABSTRACT 10037

EC 01 0037 ED 011 115
Publ. Date [illegible] 59p.
Ginglend, Da[illegible]d R.; Gould, Kay
Day Camping for the Mentally Retarded.
National Assn. For Retarded Children, New York, N.Y.
EDRS mf,hc

Descriptors: exceptional child education; recreation; program planning; administration; mentally handicapped; day camp programs; camping; recreational activities; children; personnel; admission criteria; personnel selection; objectives; community relations; program guides

Emphasis in day camping for the mentally retarded is placed on mental health, physical development and coordination (both motor and muscular), social adjustment, and language and intellectual development. Sections are devoted to organization of a day camping program, selecting the staff and the campers, the day camp in operation, day camping as a training period, camp relations with the home and the community, and evaluation. Included are samples of a camp budget, staff responsibilities, communications to parents, and application and progress report forms. An 18-item bibliography is included. (JZ)

ABSTRACT 10038

EC 01 0038 ED 011 159
Publ. Date 64 24p.
Progress Report Guide for Opportunity Class Teachers.
EDRS mf,hc

Descriptors: exceptional child education; mentally handicapped; student evaluation; home visits; grading; student development; achievement rating; parent conferences; opportunity classes; report cards; student records; evaluation methods; evaluation criteria; evaluation; guidelines; students; check lists; curriculum; Baltimore

A comprehensive guide is presented for special education teachers who wish to evaluate the progress of their mentally retarded pupils. Pupil folders, anecdotal records, daily performance, and cumulative records are described. The special grading system is explained, and instructions for grading are provided. The progress report section lists qualities to be evaluated in the areas of personal and educational development. Checklists for language arts, arithmetic, health and safety, science, social studies, music, handcrafts, and physical education are included. Techniques for conducting interviews with parents are described. The purpose and function of home visits and communications with parents are also discussed. (JZ)

ABSTRACT 10093

EC 01 0093 ED 017 088
Publ. Date 66 94p.
Recreation and Physical Activity for the Mentally Retarded.
Council For Exceptional Children, Washington, D. C.
American Assn. For Health, P. E. And Recreation, Washington, D. C.
EDRS mf

Descriptors: exceptional child education; physical education; curriculum; mentally handicapped; recreation; physical activities; recreational activities; recreational programs; art activities; creative activities; handicrafts; music activities; educational objectives; teaching guides

Special educators, physical educators, parents, and volunteers can provide recreation for the mentally handicapped. Background information about the mentally handicapped and their special needs in a recreational program are considered. Objectives of play and of recreational programs and suggestions for program implementation and instruction are presented. Specific examples of varied types of activities are listed. Included is a 114-item annotated bibliography. This document was published by the Council for Exceptional Children and the American Association for Health, Physical Education, and Recreation, 1201 16th Street, N.W., Washington, D.C. 20036, $2.00. (HJ)

ABSTRACT 10107

EC 01 0107 ED 012 529
Publ. Date Jun 66 121p.
Hovet, Mary R.; Pumphrey, Franklin
Special Education Teacher's Resource Guide for Educable Mentally Retarded Children.
Howard Co. Board Of Educ., Maryland
EDRS mf,hc

Descriptors: exceptional child education; mentally handicapped; social studies; teaching methods; curriculum; educable mentally handicapped; reading instruction; word recognition; handwriting instruction; teaching techniques; teaching guides; program planning; units of study (subject fields); curriculum guides; elementary grades; secondary grades; student evaluation; reading; arithmetic; spelling; creative expression; handwriting

As a source of information and techniques about the education of the educable mentally handicapped, this teaching guide discusses teacher planning, adjustment of instruction to meet the needs of these students, teaching techniques, and evaluation. Procedures are listed for instruction in reading, word recognition, handwriting, spelling, arithmetic, creative skills, and social studies. Ten resource units emphasizing social studies for primary, elementary and middle educational levels are outlined with appropriate activities and resources. Also included are a glossary of terms, suggestions to special subject teachers working with educable students, and an outline of the special education curriculum in the high school. (JK)

ABSTRACT 10109

EC 01 0109 ED 014 164
Publ. Date 64
Kanner, Leo
A History of the Care and Study of the Mentally Retarded.
EDRS not available

Descriptors: exceptional child education; mentally handicapped; institutions; historical reviews; intelligence tests; foreign countries; periodicals; residential programs; special classes; public schools; classification; publications; etiology; mental retardation; educational trends; educational programs; educational theories; Binet Simon Intelligence Scales; Canada; Europe; Japan; Great Britain

The history and care of the mentally retarded are traced from antiquity to the present. A review of men who originated educational and institutional work with the feebleminded includes Jacob Pereir, Jean Itard, Johann Guggenbuehl, Edouard Seguin, and Samuel Howe. Publications by and about these men are listed. The development of institutions is traced chronologically for the countries of France, Germany, Great Britain, Netherlands, Switzerland, Scandinavia, Austria and Hungary, Eastern Europe, the United States of America, Canada, Belgium, Italy, and Japan. Origin and development of four early mental deficiency periodicals are traced. The breakdown of idiocy into endemic cretinism and mongolism, and the departure from the notion of homogeneity to the emergence of etiological classifications are reviewed. Descriptions of the beginning of special classes in public schools, the development of an intelligence test by Alfred Binet and Theodore Simon, efforts to improve the human species (eugenics), and new trends in care and study of the mentally retarded are given. Reference lists cite 310 sources. This document was published by Charles C Thomas, Springfield, Illinois, and is available for $6.50. (JZ)

ABSTRACT 10111

EC 01 0111 ED 014 165
Publ. Date 64
Talbot, Mabel E.
Edouard Seguin, a Study of an Educational Approach to the Treatment of Mentally Defective Children, TC Series in Special Education.
EDRS not available

Descriptors: exceptional child education; mentally handicapped; teaching methods; educational theories; sensory training; children; historical reviews; individualized programs; educational equipment; teaching techniques; Edouard Seguin; J M G Itard

EC082738

An account of Seguin's educational theory for mentally retarded children is presented from historical and developmental points of view. From 1837 to 1880 he developed and instituted a special education program. Following a description of relevant background factors influencing his ideas, his teaching method is traced through its various phases of development, beginning with techniques patterned after those of Itard and proceeding to the formulations of his own methods emphasizing an individual approach and the training of the senses and the muscles. His techniques are described within his theoretical framework. Seguin's influence in modern special education is discussed in terms of his contributions to theory and to pedagogy. Seguin's learning apparatus is illustrated. Documentary notes follow each chapter. The 127-item bibliography includes primary and secondary sources classified in five categories. This document was published by Bureau of Publications, Teachers College, Columbia University, New York, New York, and is available for $2.75. (VO)

ABSTRACT 10200

EC 01 0200 ED 018 029
Publ. Date 65
Stubblefield, Harold W.
The Church's Ministry in Mental Retardation.
EDRS not available

Descriptors: exceptional child education; mentally handicapped; family (sociological unit); counseling; institutionalized (persons); institutional personnel; residential centers; residential programs; religious factors; parent attitudes; parent reaction; individual needs; parent counseling; family counseling; church responsibility; church role; children; church programs; adolescents; adults; religious education

Written by a chaplain in a public residential institution for mentally retarded persons, the book defines the role of the church in helping the mentally retarded and their families. The challenge to the church is presented. The discussion of the ministry to the family treats mental retardation as a family problem and the pastoral care of parents of retarded persons. Consideration of the church's ministry to retarded persons includes the religious consciousness of the retarded, Christian education of the retarded, pastoral care of the retarded, institutional ministry, and the social welfare role of the church. An annotated bibliography lists 18 items. This document is available from the Broadman Press, Nashville, Tennessee, for $4.00. (DF)

ABSTRACT 10224

EC 01 0224 ED N.A.
Publ. Date 67
Kugel, Robert B.; Parsons, Mabel H.
Children of Deprivation, Changing the Course of Familial Retardation.
Children's Bur., Welfare Admin., Washington, D. C.
EDRS not available

Descriptors: exceptional child research; mentally handicapped; family (sociological unit); environmental influences; preschool children; educable mentally handicapped; family life education; child development; family health; medical treatment; social opportunities; preschool programs; experimental programs; family environment; interdisciplinary approach; intelligence level; disadvantaged environment; culturally disadvantaged; economically disadvantaged; case studies (education); electroencephalography; etiology; socioeconomic background; interaction

Designed to record the growth and development of preschool familial retarded children and to alter the course of their development by enriching aspects of their lives and improving their homes, this 5-year project used a multidisciplinary approach utilizing pediatricians, dentists, educators, psychologists, speech therapists, social workers, public health nurses, and a home economist. The 16 subjects (aged 3 to 6) had Stanford-Binet IQ scores between 50 and 84, no neurological deficits, one or both parents and at least one sibling regarded as mentally subnormal, and were classified in the lower socioeconomic class. All 16 children and 21 of their 93 siblings attended an experimental nursery school for 1 to 3 years. Intervention consisted of medical and dental care, psychological testing and observation, training of mothers in nutrition and food preparation, and social interaction among mothers through group meetings and sewing classes. Intensive medical diagnoses revealed that children classified as retarded were so partly because of mild encephalopathy, partly because of psychosocial factors, and frequently both. The growth rate of the children (who were 81 percent below the average for North American children in weight and 84 percent below average in height) over the course of the project ranged from 0 to 24.4 percent partly due to increased nutritional intake. Although 32 of the 35 children who attended the experimental school showed some increment in IQ, the greatest gain was found in the group who had normal electroencephalographs (EEG). The group meetings gave the mothers a feeling of belonging and being accepted and were more successful than the sewing classes. The data suggest that intensive work with these preschool children and their families is beneficial. Case studies of several families are included. Tables present data on age, parents' IQ's, changes in children's IQ s, EEG s, family income, housing, child growth rates, nutritional intake, and medical histories. This document is available from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402, for $0.35. (JZ)

ABSTRACT 10285

EC 01 0285 ED 017 092
Publ. Date 66 139p.
Kelly, Elizabeth M.
The New and More Open Outlook for the Mentally Retarded.
Catholic Univ. Of America, Washington, D.C.
EDRS mf,hc

Descriptors: exceptional child education; curriculum; mentally handicapped; legislation; administration; rehabilitation; federal legislation; curriculum development; adolescents; adults; children; conference reports; creative thinking; curriculum planning; educational change; emotionally disturbed; school administration; social development; workshops; educational needs

The proceedings of this 1965 Workshop on Mental Retardation are presented as a collection of nine papers and summaries of three seminar discussions. In the introduction, Maynard C. Reynolds discusses The New and More Open Outlook for the Mentally Retarded. Other papers are (1) The Impact of Federal Legislation on Development of Comprehensive Progress for the Mentally Retarded by Elizabeth M. Boggs, (2) Fostering Independent, Creative Thinking in Educable Mentally Retarded Children by Herbert Goldstein, (3) Influence of Changes in Education on the Mentally Retarded and the Resultant Social Expectancies by Kirk Seaton, (4) Innovations in Curriculum Development for the Mentally Retarded by Rozelle Miller, (5) Emotional Disturbances in Juveniles by Ralph Brancale, (6) The Administration of a School Program for the Mentally Retarded by Kuhn Barnet, (7) Sheltered and Cooperative Program for the Mentally Retarded as a Guide to Independent Living by Arthur Bierman, and (8) Rehabilitation Problems of the Mentally Retarded by Herbert Rusalem. Seminars summarized are on federal legislation and realistic curriculum planning, newer concepts in mental retardation, and rehabilitation. The appendix lists 54 participants. The reference lists cite 43 items. This document was published by the Catholic University of America Press, Washington, D.C. 20017. (DF)

ABSTRACT 10360

EC 01 0360 ED 019 764
Publ. Date 65
Carter, Charles H., Comp.
Medical Aspects of Mental Retardation.
EDRS not available

Descriptors: exceptional child research; mentally handicapped; emotionally disturbed; clinical diagnosis; children; medical evaluation; handicap detection; mental retardation; etiology; minimally brain injured; community services; community attitudes; electroencephalography; genetics; injuries; infectious disease mongolism; biological influences; cerebral dominance; neurological defects; neurologically handicapped; physical characteristics; physical development; psychomotor skills; diseases; psychotherapy; medical treatment; environmental influences

To aid physicians and other specialists in diagnosing cases of mental retardation and in counseling parents, the book presents medical information, including recent advances. Thirty-two authorities contribute chapters in such areas as diagnosis, metabolism, nutrition, etiology, mongolism, cranial abnormalities, birth injuries, infections, genetics, hormones, medical treatment, and the child in society. Most chapters include summaries and reference bibliographies. Author and subject indexes are provided for the complete collection. This document was published by Charles C Thomas, Bannerstone House, 301-327 East Lawrence Avenue, Springfield, Illinois 62703, and is available for $32.75. (EB)

ABSTRACT 10362

EC 01 0362 ED 019 765
Publ. Date 25 Aug 65
Leland, Henry; Smith, Daniel E.
Play Therapy with Mentally Subnormal Children.
EDRS not available

Descriptors: exceptional child services; mentally handicapped; behavior; play therapy; behavior theories; children; human development; intelligence; learning processes; methods; instructional materials; clinical diagnosis; evaluation techniques; psychotherapy; behavior change; social influences; personality

The use of play therapy with mentally subnormal children is explored, as it enables such children to realize their potentials and to interact more adequately with their environment. A consideration of general and theoretical problems and a conception of the development of man's essential qualities are presented. A generalized theory of play therapy is established and related to the learning process. Theoretical implications of play therapy appropriate for subnormal children are discussed. Techniques and procedures of play therapy are examined. Descriptions are given of various methods which use combinations of structured or unstructured materials and structured or unstructured techniques. Techniques of diagnosis and evaluation employing play therapy are considered. Indication is made of the use of various types of play therapies in reference to the child's adaptive behavior, intelligence, and his relationship to his environment. Play therapy as related to other possible treatment modalities, diagnosis, and research is also discussed. References are provided. This document was published by Grune/Stratton, Inc., 381 Fourth Avenue, New York, New York 10010, and is available for $7.75. (MU)

ABSTRACT 10377

EC 01 0377 ED 015 590
Publ. Date 63
Johnson, G. Orville
Education for the Slow Learners. Prentice-Hall Psychology Series.
EDRS not available

Descriptors: exceptional child education; mentally handicapped; program planning; curriculum; slow learners; diagnostic tests; educational principles; grading; educational programs; elementary grades; grouping procedures; instructional programs; junior high school students; language instruction; mathematics instruction; program development; reading instruction; report cards; secondary grades; student characteristics; student placement; student promotion; educable mentally handicapped; curriculum planning; program administration

Designed to define, from an educational point of view, the problem posed by slow learners, this volume presents the clinical education approach as a tool in the planning of solutions relating to the fundamental problem of providing an appropriate school experience for the slow learner through curriculum planning. Part 1 focuses on the problem of the slow learner, including chapter discussions describing the problem, the characteristics, and diagnosis of slow learners. In part 2, topics related to school organization such as grouping for instruction and the necessary considerations at different levels of instruction from primary grades through high school are discussed. Part 3 concentrates on actual instructional material and subject matter for the slow learner at all levels. Part 4 treats reporting and general program principles including grading, promotion, school organization, and program planning. Selected references follow each chapter. This document was published by Prentice-Hall, Inc., Englewood Cliffs, New Jersey, and is available for $8.95. (MU)

ABSTRACT 10380

EC 01 0380 ED 015 591
Publ. Date 64
Garton, Malinda Dean
Teaching the Educable Mentally Retarded, Practical Methods.
EDRS not available

Descriptors: exceptional child education; mentally handicapped; teaching methods; curriculum; educable mentally handicapped; units of study (subject fields); teaching guides; curriculum planning; educational objectives; educational principles; educational programs; elementary grades; group relations; instructional materials; secondary grades; sensory experience; student characteristics; teaching techniques

Addressed to problems related with teaching the educable mentally retarded, this volume contains non-technical information, suggestions, examples, and methods of teaching from the prereadiness stage to the prevocational areas. The contents which are directed to parents, teachers, and other workers discuss characteristics of the educable mentally retarded, objectives in education, curriculum suggestions, and methods for implementing the suggestions. Chapter 1 is devoted to objectives for the educable mentally retarded including purposes and promotion of a program and a discussion of physical and mental health. In chapter 2, characterisitics of the educable mentally retarded, definition, etiology, history, and discovery of the child are discussed. Teaching techniques and general experiences are the topics of chapter 3 with reference to discipline and teacher-parent relationships. Chapters 4 and 5 contain an analysis of the curriculum, units of work at various levels, and related problems encountered by teachers and students. Chapters 6 through 13 deal with the presentation of various subject matter and sensory training to the educable retarded including writing, spelling, music, arts and crafts, arithmetic, and audio-visual training. A summary and references follow each chapter. This document was published by Charles C Thomas, Springfield, Illinois, and is available for $8.50. (MU)

ABSTRACT 10437

EC 01 0437 ED 013 506
Publ. Date 66
Jordan, Thomas E.
The Mentally Retarded.
EDRS not available

Descriptors: exceptional child education; mentally handicapped; family (sociological unit); language; mental retardation; psychological tests; medical treatment; residential schools; language handicaps; speech handicaps; diagnostic tests (education); case studies (education); etiology; psychotherapy; children; adolescents; adults; genetics; prenatal influences; heredity; environmental influences; diseases; injuries; child development; behavior; tests; special programs

A guide to the basic concepts and issues in the field of mental retardation, this book explains the following sources of causes of mental retardation--(1) genetic or chemical disorder, (2) birth trauma, (3) subsequent accidents or disease, and (4) environmental influences. It is noted that most cases involve a combination of factors not easily ascertained. Developmental patterns that occur with various types of retardation and the many physical, personality, and behavioral characteristics associated with the condition are discussed. Various methods of intellectual, educational, and social evaluations are presented along with future possibilities for more effective diagnostic procedures. The many difficulties of family adjustment, methods of home care, and requirements for residential living are evaluated. Various programs and problems from elementary through the vocational level are considered. Cross referencing between chapters is provided and reference lists ranging from 53 to 173 items are included for each chapter. This document was published by Charles E. Merrill Books, Inc., Columbus, Ohio, and is available for $7.50. (RS)

ABSTRACT 10439

EC 01 0439 ED 019 775
Publ. Date 65
Best, Harry
Public Provision for the Mentally Retarded in the United States.
EDRS not available

Descriptors: exceptional child research; mentally handicapped; legislation; statistical surveys; statistical data; mental retardation; etiology; incidence; sex differences; age differences; racial differences; multiply handicapped; marital status; education; state legislation; institutions; admission criteria; day care programs; institutional facilities; boarding homes; sheltered workshops; federal programs; organizations (groups); changing attitudes; special schools; employment opportunities; court litigation

Written from the standpoint of the sociologist or social scientist, this book reports data obtained from statistical research on mental retardates. Its chief purpose is the scientific study of the mentally retarded and provisions made for them in the United States. Discussion of the general condition covers definition and classification, etiology, trends, incidence, and proportions by sex, by age, by race and nativity, as well as presence of ot r defects, death rates, marital condition, and extent of schooling. Pertinent legislation and judicial decisions regarding mental defectives are outlined. Information on institutional provisions treats the following--history, conceptions, provisions by states, organization of institutions, admissions and separations, work, costs, county and city institutions, private benefactions, day schools, local training centers, mental retardates in hospitals for mentally ill, and private institutions. Some noninstitutional provisions described are employment, sheltered workshops, colonies, parole, private or foster homes, provision in one's own home, and public pension systems. A brief account of various organizations historically concerned with mental retardation is given. Conclusions are drawn about changing public attitudes and about work opportunities. Data appear tabulated in 16 appendixes. A 54-page bibliography concludes the study. This document is available from the Tyco Shipping Service, Inc., 788 Bloomfield Avenue, Clifton, New Jersey 07721, for $10.00. (DF)

ABSTRACT 10468

EC 01 0468 ED 019 786
Publ. Date 65
The Mentally Retarded Child in the Classroom. The Psychological Foundations of Education Series.
EDRS not available

Descriptors: exceptional child education; mentally handicapped; curriculum; teaching methods; program planning; educable mentally handicapped; etiology; identification; individual characteristics; school services; school personnel; preschool programs; elementary programs; secondary education; parent responsibility; community responsibility; secondary grades; elementary grades

Background information is provided to enable teachers and others involved in the education of mentally retarded children to recognize and to meet effectively the children's needs. Eight topics are considered--(1) nature and causes, (2) identification, (3) services (personnel), (4) program planning, (5) preschool program, (6) elementary school program, (7) secondary school program, and (8) parent and community responsibility. References are cited for each topic. This document was published by the MacMillan Company, 866 Third Avenue, New York, New York 10022, and is available for $1.35. (DF)

ABSTRACT 10494

EC 01 0494 ED 019 779
Publ. Date 64
Tizard, J.
Community Services for the Mentally Handicapped.
EDRS not available

Descriptors: exceptional child services; mentally handicapped; community programs; family (sociological unit); incidence; family relationship; family problems; preschool children; community services; community responsibility; statistical surveys; individual characteristics; family characteristics; nursery schools; day care services; residential care; educational methods; special programs; hospital schools; program planning; educational needs; individual needs; administrative organization; residential programs; England

Four studies of mental retardation and an unpublished working paper are included in this book. The first section reports the findings of a prevalence study of mental retardation in London and Middlesex, which describes differences between administrative prevalence and true prevalence of mental subnormality. In the second study, the effects of severe mental retardation of a sample of London families are reported. Data are given on three topics--the child himself, families and their problems, and the role of community services. Implications for additional services are presented for the preschool child, the severely handicapped, and institutional care. The third study considers the education of trainable children (IQ 20 to 50) through a comparison-contrast of nursery schools for retarded and normal children. Day care centers and residential facilities are also treated. The next study describes a small experimental residential hospital unit in terms of selection of clients, staff, equipment, and programs, with special attention given to speech and play, personal independence, incontinence, tantrums, and disobedience. The report presents the results of a 2-year study of 16 children who attended the special unit and their matched controls. In the last section, the organization of services is considered, including the needs of the mentally handicapped and their families, and the cost, organization, and other problems of residential care. The reference list contains 72 items. This document was published by the Oxford University Press, New York and Toronto, and is available for $6.75. (DF)

ABSTRACT 10527

EC 01 0527 ED 022 303
Publ. Date Apr 68 179p.
Younie, William J.
Instructional Approaches to Slow Learning. Practical Suggestions for Teaching Series.
Columbia University, New York, New York, Teachers College
EDRS not available
Teachers College Press, Teachers College, Columbia University, New York, New York 10027 (paperback, $1.95).

Descriptors: exceptional child education; slow learners; identification; teaching methods; instructional materials; curriculum; program administration; student characteristics; emotionally disturbed; disadvantaged youth; underachievers; sensory deprivation; curriculum development; mentally handicapped

Designed for teachers, the text distinguishes types of slow learners and suggests practical approaches for their educational problems. Slow learning and its types are defined; the slow learner is characterized; stages of educational evaluation and aspects of administration are outlined. Curriculum considerations for different levels are described, and subject matter adaptations are considered for nine major subject areas. The use of audiovisual materials and other educational innovations is explained. Two appendixes annotate suggested teaching materials and a basic reference library for teachers. A bibliography contains 255 items. (JD)

ABSTRACT 10557

EC 01 0557 ED 021 353
Publ. Date Aug 65 52p.
Computer Assisted Instruction for the Mentally Retarded.
Providence College, Rhode Island
Office Of Education (DHEW), Washington, D. C.
EDRS mf,hc
OEC-6-10-165 PC-PROJ-Z-013

Descriptors: exceptional child education; mentally handicapped; programed instruction; autoinstructional aids; computer assisted instruction; teaching machines; computers; teacher workshops; teachers; programing; programing problems; guidelines; teacher role

Computer Assisted Instruction (CAI) for the mentally retarded is described; the advantages of CAI (which generally follows the pattern of programed instruction) are listed; and the roles of the teacher and the student are summarized. The coursewriter is explained, and its use as an experimental tool discussed. Guidelines are given covering objective and demonstration, liaison between instructors, CAI as a tool, the teacher and the computer, and the relationship between the teacher and the program. A synopsis is given of comments by teachers enrolled in the CAI workshop. Samples are provided of three problems involved in computer instruction: analyzing a beginning balance sheet, the electric circuit, and calculating and estimating paper costs. Sample coursewriter sheets, two figures, and a list of teachers participating in the workshop are included. (BW)

ABSTRACT 10570

EC 01 0570 ED 022 278
Publ. Date 68 316p.
Carlson, Bernice Wells; Ginglend, David R.
Recreation for Retarded Teenagers and Young Adults.
EDRS not available
Abingdon Press, 201 Eighth Avenue South, Nashville, Tennessee 37202 ($4.95).

Descriptors: exceptional child education; mentally handicapped; recreation; program planning; family (sociological unit); activities; group activities; adolescents; young adults; music; games; recreational programs; hobbies; handicrafts; community involvement; social development

Intended for recreational leaders, classroom teachers, volunteers, and parents, the text presents guidelines for planning and conducting activities for mentally retarded youth and young adults. Consideration of understanding the maturing retardate and his social needs includes different kinds of beneficial social experiences, the maturing retardate, establishing purposes and goals for organized recreation, and areas of development. Discussion of an organized program treats the roles of director, parents, and volunteers; the program structure; and flexibility and growth. Also presented are the following: group activities such as music, games, and parties; special interests in sports, handicraft, nature and hobbies, and homemaking hobbies; and family centered activities in the community and at home. Supplementary materials listed are 17 periodical articles, 55 books and pamphlets, and 15 sources of continuing information (DF)

ABSTRACT 10615

EC 01 0615 ED 024 173
Publ. Date 67 419p.
Baumeister, Alfred A., Ed.
Mental Retardation.
EDRS not available
ALDINE Publishing Company, 320 West Adams Street, Chicago, Illinois 60606 ($12.50).

Descriptors: exceptional child education; mentally handcapped; behavior; identification; teaching methods; behavior change; clinical diagnosis; psychological evaluation; personality; interdisciplinary approach; communication problems; environmental influences; learning characteristics; psychotherapy; programed instruction; vocational education; public schools; institutional personnel; parent counseling

Thirteen papers by different authors consider the application of research findings and theoretical formulations to the practical appraisal and treatment of mental retardation. All suggest methods for shaping appropriate and adaptive behaviors in retarded individuals. The papers include Definition, Diagnosis, and Classification by D.W. Brison, The Multidisciplinary Approach to Mental Retardation by R. Koch, Perceptual, Conceptual, and Psycholinguistic Evaluation of the Mentally Retarded Child by R.M. Allen and R.W. Jones, Personality Evaluation by R.L. Cromwell, Speech, Language, and Hearing of the Mentally Retarded by C.E. Webb and S. Kinde, and The Role of Environmental Factors in the Treatment of Institutionalized Mental Retardates by E.C. Butterfield. Further papers are Psychotherapy and Other Adjustment Techniques with the Mentally Retarded by I. Bialer, Learning Abilities of the Mentally Retarded by A.A. Baumeister, Programmed Instruction for Retarded Children by L.F. Malpass, vocational Preparation and Occupation by W. Wolfensberger, Public School Programs for the Mentally Retarded by W.C. Fitzgibbon, The Characteristics, Selection, and Training of Institution Personnel by E.C. Butterfield, and Counseling the Parents of the Retarded by W. Wolfensberger. (DF)

ABSTRACT 10616

EC 01 0616 ED 024 175
Publ. Date 15 May 68 306p.
Szurek, S. A.; Berlin, I. N.
Psychosomatic Disorders and Mental Retardation in Children. The Langley Porter Child Psychiatry Series, Volume 3.
EDRS not available
Science And Behavior Books, Inc., 577 College Avenue, Palo Alto, California 94306 ($6.95).

Descriptors: exceptional child services; mentally handicapped; special health problems; emotionally disturbed; psychosomatic diseases; psychopathology; psychophysiology; emotional adjustment; etiology; mental retardation; genetics; clinical diagnosis; psychotherapy; psychiatry; medical case histories; medical treatment

The reciprocal relationship between the child's emotional state and physiological disturbances is explored, and the effect of emotional disturbance on varieties of mental retardation or on obvious brain damage resulting from genetic metabolic disorders is assessed. Psychosomatic disorders of childhood are discussed in six papers on genetic considerations and six on diagnosis and treatment. Six articles review mental retardation of various etiology; and four present case studies. Each paper provides a list of references. (JD)

ABSTRACT 10629

EC 01 0629 ED 024 189
Publ. Date (65) 55p.
Vanston, A. Rorke And Others
Design of Facilities for the Mentally Retarded; Diagnosis and Evaluation, Education and Training, Living Units. Hospital and Medical Facilities Series.
Public Health Service (DHEW), Washington, D. C., Division Of Hospital And Medical Facilities
EDRS mf
Superintendent Of Documents, U. S. Government Printing Office, Washington, D. C. 20402 ($0.35).

Descriptors: exceptional child services; mentally handicapped; program planning; facilities; physical facilities; facility guidelines; day care programs; residential programs; sheltered workshops; architectural programing; ancillary services; construction costs; clinical diagnosis; medical services; residential care; educable mentally handicapped; trainable mentally handicapped; custodial mentally handicapped

Elements of architectural planning of new physical facilities for the mentally retarded detailed include programing and writing the project program. Design concepts are considered, and the following are specified: types of physical facilities with sample floor plans; elements of physical facilities, such as staff offices, activity areas, living units, and ancillary areas; basic planning consideration; and construction costs. A chart treats four levels of retardation; tables suggest areas for various facilities and recommend lighting levels. A bibliography cites 23 items. (LE)

ABSTRACT 10651

EC 01 0651 ED 022 314
Publ. Date 68 292p.
Smith, Robert M.
Clinical Teaching: Methods of Instruction for the Retarded.
EDRS not available
McGraw-Hill Book Company, 330 West 42nd Street, New York, New York 10036.

Descriptors: exceptional child education; mentally handicapped; teaching methods; identification; child development; cognitive development; individual development; perceptual motor coordination; reading; arithmetic; social development; vocational education; adult education; communication skills; educational administration

Directed to teachers of the mentally retarded, the text emphasizes clinical teaching which is based on testing for and identifying each child's weaknesses and strengths, and then formulating an educational program. Aspects covered include the following: the status of professional awareness in the education of the mentally retarded, the nature of cognitive development, assessing individual differences, primary methodological concerns, and perceptual motor development as the foundation for subsequent learning. Also considered are developing areas of communication, instruction in reading and in arithmetic, developing personal and social skills, preparation for gainful employment, adult education for the mentally retarded and their parents, and elements of organization and administration. Several tables present information; references follow each chapter. (LE)

ABSTRACT 10679

EC 01 0679 ED N.A.
Publ. Date 61 224p.
Carlson, Bernice Wells; Ginglend, David R.

Play Activities for the Retarded Child; How to Help Him Grow and Learn through Music, Games, Handicraft, and Other Play Activities.
EDRS not available
Abington Press, 201 Eighth Avenue South, Nashville, Tennessee 37202 ($4.00).

Descriptors: exceptional child education; recreation; mentally handicapped; art activities; music activities; recreational activities; dramatic play; art materials; childrens games; choral speaking; classroom games; dance; educable mentally handicapped; games; handicrafts; instrumentation; painting; playground activities; singing; trainable mentally handicapped; music; art

Activities suitable for mentally retarded children of less than 6 years in mental age are described in detail. The need to play and goals for play are discussed. Chapters consider informal and imaginative play, follow the leader, choral speaking, table work and games, handicrafts, music, and miscellaneous games. A list of 32 books and pamphlets of project ideas and background information on retardation is included. (JW)

ABSTRACT 10738

EC 01 0738 ED N.A.
Publ. Date 26 Jul 68 308p.
Faber, Nancy W.
The Retarded Child.
EDRS not available
Crown Publishers, Inc., 419 Park Avenue South, New York, New York 10016 ($5.95).

Descriptors: exceptional child education; mentally handicapped; mental retardation; early childhood education; clinical diagnosis; prognostic tests; special services; vocational training centers; sheltered workshops; international organizations; family attitudes; family relationship; institutions; instructional aids; special programs; residential schools; National Association for Retarded Children; NARC

The challenge of mental retardation is presented, and visits to both programs and parents in the following countries are reviewed: Hawaii, Japan, Taiwan, Hong Kong, Thailand, Israel, Turkey, Greece, Italy, Switzerland, Denmark, England, and Portugal. The help that the National Association for Retarded Children can give parents and the impact of retardation on the family are discussed. The nature of retardation and the importance of the preschool or early years are considered, as are diagnosis, prognosis, and services for the retarded. The following are also treated: workshops and training centers, institutions, halfway houses and hostel living, new programs and schools, institutes for achievement of human potential, and the talking typewriter. Lists are provided of 100 references and of programs for preschool day care, and older day care trainable children. An index provides information on 10 New York state schools. (JD)

ABSTRACT 10789

EC 01 0789 ED 025 868
Publ. Date 67 43p.
Scouting for the Mentally Retarded.
Boy Scouts Of America, New Brunswick, New Jersey
EDRS not available
Boy Scouts Of America, New Brunswick, New Jersey 08903.

Descriptors: exceptional child services; mentally handicapped; organizations (groups); recreation; community programs; group membership; games; males; leadership responsibility; youth programs; group instruction; voluntary agencies; leisure time; physical activities; camping; hobbies; singing; Boy Scouts of America

The handbook for leaders discusses ways in which scouting helps and how the unit serves the boys. Advancement, rank, and the boys are discussed; boy scout tests (tenderfoot and second class interpretation for mentally retarded boys), group activities, and a sample ceremony are detailed. Listings are given of membership provisions, helps for leaders, 20 scout publications, and 23 references. (LE)

ABSTRACT 10801

EC 01 0801 ED 025 077
Publ. Date Oct 68 72p.
Reporting Pupil Progress in Special Classes for the Mentally Retarded. Special Education Curriculum Development Center; An Inservice Training Program.
Iowa State Department Of Public Instruction, Des Moines;
Iowa University, Iowa City, Special Education Curriculum Development Center
Office Of Education (DHEW), Washington, D. C.
EDRS mf,hc
OEG-3-7-002883-0499
BR-6-2883

Descriptors: exceptional child education; mentally handicapped; achievement; administration; educable mentally handicapped; home visits; special classes; parent school relationship; parent teacher conferences; report cards; academic achievement; student evaluation; evaluation criteria; guidelines; statistical surveys

An attempt to improve procedures for reporting the progress of mentally handicapped children in special classes, the guidelines state considerations related to the intent and design of report cards and describe a survey of 188 report cards used in special classes. Four sample report cards are included, which are designed to cover identification information, academic progress, personal and social progress, and subjective information. Parent-teacher conferences are discussed in terms of preparing for and conducting the conference and teacher qualifications for conducting the conference. The purposes, problems, and evaluation of home visitations are considered. (RP)

ABSTRACT 10809

EC 01 0809 ED 025 877
Publ. Date 68 281p.
Love, Harold D., Ed.
Mental Retardation; A Basic Guide.
EDRS not available
McCutchan Publishing Corporation, 2526 Grove Street, Berkeley, California 94704.

Descriptors: exceptional child education; mentally handicapped; state programs; identification; community responsibility; etiology; mental retardation; parent attitudes; special classes; recreation; physical education; preventive medicine; emotional adjustment; teachers; voluntary agencies; psychomotor skills; teaching methods; research reviews (publications)

Designed as a guideline for parents and teachers, the book includes material prepared by the author as well as papers by others. Advice to parents and the emotional reactions and adjustment of parents are described. A historical survey of mental retardation is presented as are causes of retardation and current research in the field. The following are also discussed: community and state responsibility for the retarded; education, recreation, and physical education; and methods for the prevention and treatment of mental retardation. A 120-item selected bibliography is included. (RP)

ABSTRACT 10810

EC 01 0810 ED 025 878
Publ. Date 68 314p.
Love, Harold D.
Teaching the Educable Mentally Retarded.
EDRS not available
McCutchan Publishing Corporation, 2526 Grove Street, Berkeley, California 94704.

Descriptors: exceptional child education; mentally handicapped; curriculum; tests; sensory training; units of study (subject fields); vocational education; psychological evaluation; educable mentally handicapped; teacher qualifications; perceptual motor coordination; parent attitudes; work study programs; teaching methods; research reviews (publications); social development; Itard; Seguin; Montessori

The text discusses the behavior, evaluation, and education of mentally retarded children. Harold D. Love presents an overview of the retarded, a description of intelligence and personality tests, and a historical survey of retardation; Virginia Cantrell reviews the educational philosophies and methods of Itard, Seguin, and Montessori. Shirley K. Henderson, Loreta Holder, and Mary K. Stewart discuss curricular approaches emphasizing the integrated life experience, and curriculum and methodology for teaching reading, writing, spelling, arithmetic, physical education, music, and art. Also included are Love's paper on parental attitudes toward their retarded children and Philip C. Chin's on

high school work-study programs for the educable retarded. (LE)

ABSTRACT 10813

EC 01 0813 ED 025 881
Publ. Date 68 267p.
Katz, Elias
The Retarded Adult in the Community.
EDRS not available
Charles C Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois 62703 ($10.75).

Descriptors: exceptional child services; mentally handicapped; adult education; community programs; vocational rehabilitation; parent counseling; case records; vocational adjustment; behavior problems; counseling services; clinical diagnosis; individual needs; job training; sheltered workshops; evaluation; adjustment (to environment); personal adjustment; social adjustment

The discussion of a series of questions with case illustrations delineates the problems and possibilities of helping retarded adults become valuable, productive members of society. Among topics considered are the definition of retarded adults in the community, the need for concern, and community evaluation and needs of the retarded adult. Also discussed are the way in which the general and vocational needs of retardates of different levels of ability may be met, and the availability of parent counseling. Principles and services underlying an effective community program are enunciated, and attention is directed to six illustrative community approaches to program planning and to current trends and ideas for further program development. An appendix presents an array of direct services for the retarded and a report of an on-the-job training project; each chapter includes a series of questions for discussion and its own list of pertinent references. (DF)

ABSTRACT 10896

EC 01 0896 ED 003 084
Publ. Date Sep 65 222p.
Hudson, Margaret
A Pilot Study of the Effectiveness of Establishing and Utilizing Community Learning-Stations for Educable Mentally Retarded Youth.
Santa Cruz City Schools, California
Office Of Education (DHEW), Washington, D. C., Division Of Handicapped Children And Youth
EDRS mf,hc

Descriptors: exceptional child education; mentally handicapped; curriculum; teaching methods; educable mentally handicapped; community resources; learning experience; instructional trips; field trips; learning activities; community involvement; school community cooperation; lesson plans; high school students

The objectives of a program to provide first hand learning experiences for high school educable mentally retarded students by establishing community learning stations are discussed. The learning stations, which were part of a broader core curriculum stressing work experiences, family living, and community living, are described and the results of the exploratory program, which enrolled 14 students in the fall and spring semesters, are presented in the form of a curriculum and teaching guide. The general readiness unit focuses on understanding the handicap. The five learning stations considered are two public utilities (the gas and electric company and the telephone company), a department store, the employment office, and the post office. In addition, eight miscellaneous learning stations that developed from classroom activities are mentioned. For each unit, steps are detailed in terms of possible experiences, examples of materials, principles and suggested learnings, setting, and procedure. Also, a section of frequently used lessons gives information on how to do things for both students and teachers. The bibliography cites 34 entries and the appendix contains examples of study guides and pretest questions. (AP)

ABSTRACT 10931

EC 01 0931 ED 026 775
Publ. Date 68 262p.
Jervis, George A., Ed.
Expanding Concepts in Mental Retardation; Scientific Symposium of the Joseph P. Kennedy, Jr., Foundation (3rd, Boston, Massachusetts, 1966).
Joseph P. Kennedy, Jr., Foundation, Washington, D. C.
EDRS not available
Charles C Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois 62703.

Descriptors: exceptional child research; mentally handicapped; environmental influences; learning; biological sciences; genetics; mongolism; neurology; nutrition; physiology; physical fitness; cultural disadvantagement; operant conditioning; institutionalized (persons); vocational rehabilitation; recreation; community programs

The genetics of mental retardation are discussed in terms of geographical isolates, prospects for prevention of trisomic conditions, populations genetics, and cytogenetics of Down's syndrome; problems of neurogenesis described are anabolic pathways of galactose and glucose metabolism, abnormal cell migrations in developing brains, and genetic control; nutrition and undernutrition, and the nervous system and subnormality are also considered. Deprivation factors in mental retardation include institutional factors, day care programs for the disadvantaged, effects of Head Start, and outer directedness in problems solving, Memory formation in goldfish, the postnatal origin of microneurons, and the role of proteins in neuronal membrane functions are considered in biological basis of learning. Operant techniques in mental retardation involve research on academic education, short term memory and rote learning, instruction in an institution, and establishing tone control and evaluating the hearing of the severely retarded. The socioeconomics of mental retardation, institutionalization, adjustment, community approaches, and rehabilitation of the severely retarded are discussed under rehabilitation. Included in the section on physical performances are physical performances of the trainable retarded, diagnosis and prescription, recreation, the factor structure of motor abilities, and current status of research. (RP)

ABSTRACT 11094

EC 01 1094 ED 025 081
Publ. Date Jul 66 135p.
Meisgeier, Charles
The Doubly Disadvantaged; A Study of Socio-Cultural Determinants in Mental Retardation.
Texas University, Austin, Extension Teaching And Field Service Bureau
Public Health Service (DHEW), Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child research; mentally handicapped; family (sociological unit); disadvantaged youth; health; minority group children; socioeconomic influences; cultural differences; cultural disadvantagement; illiteracy; migrant children; Latin American culture; Mexican Americans; Anglo Americans; Negro culture; ethnic groups; migrant health services; migrant problems; minority groups; Texas

Citing relevant studies and providing statistical data in 29 figures and 28 tables in the text and 15 appended tables, the report describes the characteristics of Texas' three major ethnic groups, Anglos, Latin Americans, and Negroes; discusses mental retardation in relation to socio-cultural factors, deprivation, health factors, education and illiteracy, and migrancy; and considers the characteristics of residential school enrollment. One bibliography cites 70 items; a second annotates 52 items on Latin American migrant labor. Guide questions for Negro and Latin American group meetings and excerpts from the Texas migrant health project are included. (JD)

ABSTRACT 11195

EC 01 1195 ED 027 684
Publ. Date 69 483p.
Sarason, Seymour B.; Doris, John
Psychological Problems in Mental Deficiency.
EDRS not available
Harper And Row, Publishers, Inc., 49 East 33rd Street, New York, New York 10016.

Descriptors: exceptional child research; mentally handicapped; identification; etiology; institutional environment; case records; research reviews (publications); disadvantaged youth; educational programs; family (sociological unit); intelligence tests; clinical diagnosis; mongolism; heredity; minimally brain injured; autism; social attitudes; environmental influences; biological sciences; followup studies

A statement of goals and the rationale for organization precede a historical discussion of mental deficiency and society. The problem of labels like IQ and brain injured and the consequences of the diagnostic process are illustrated by case histories; case studies are also used to examine the criteria used to decide who is retarded and to discuss the concept of cultural deprivation. Educational intervention and the effects of special classes, a 30-year study by Harold Skeels on the effects of institutionalization, and the climate of institutions and the problem of change are considered. M. Michael Klaber presents a preliminary research report on institutions and the retarded, and Frances Kaplan reports the development of a study on siblings of the retarded. Also discussed are the following: biological science and social attitudes, the origin and development of eugenics, and the use and misuse of Mendelism, sociopolitical factors in science, intelligence testing and social indictments, eugenics, and racism. Phenylketonuria, mongolism, other chromosonal anomalies, brain damage, and infantile autism are etiological factors described. (RP)

ABSTRACT 11284

EC 01 1284 ED 021 379
Publ. Date 25 Apr 66 192p.
Egg, Maria
Educating the Child Who Is Different.
EDRS not available
The John Day Company, Inc., 62 West 45th Street, New York, New York 10036 ($4.50).

Descriptors: exceptional child education; mentally handicapped; curriculum; family (sociological unit); parent counseling; parent attitudes; parent teacher cooperation; day schools; residential schools; placement; teaching methods: student characteristics; art; music; mathematics; language arts; religious education

Intended for both parents and teachers, the book discusses the education of mentally retarded children. Part 1 considers the relationship of the teacher to the retarded child and his family, how educators can help parents, the importance of cooperation between parents and teachers, characteristics of moderately retarded children, and the question of placement in residential or day schools. Part 2, after discussing whether the school should educate or train, how the children are to be taught, and what they should learn, deals with the following curriculum areas: play, music and rhythm, drawing and painting, manual arts, number concepts and calculating, reading, and writing. Special attention is given to the wisdom of teaching academic skills, the learning environment, and religious education. (DF)

ABSTRACT 11332

EC 01 1332 ED 018 051
Publ. Date 67 201p.
Newman, Roger W., Ed.
Institutionalization of the Mentally Retarded, A Summary and Analysis of State Laws Governing Admission to Residential Facilities, and Legal Rights and Protections of Institutionalized Patients.
George Washington University, Washington, D. C., Institute Of Law;
National Association For Retarded Children, New York, New York
EDRS mf,hc

Descriptors: exceptional child services; mentally handicapped; legislation; state programs; institutionalized (persons); state legislation; civil rights; state laws; admission criteria; vocabulary; residential centers; court litigation; institutions

Summarizing and analyzing laws governing the admission of the mentally retarded to residential facilities and the legal rights and protections of institutionalized patients, this report covers the 50 states and the District of Columbia at the end of 1966. After a consideration of the method of reporting, terminology, and definitions, 13 tables and charts are provided with discussions. Statutory provisions treated include voluntary admission (applicants and patients' procedures and criteria, release, and discharge), institutionalization by certification (applicants and patients' consent, procedures and criteria, review, release, and discharge), and judicial commitment (pre-hearing, hearing, post-hearing, and discharge procedures). Also presented are the protections provided and rights assured institutionalized persons, including confidentiality, communication, training, treatment, periodic review, and conditional release. Footnotes throughout provide references or suggest further studies and research. Appendixes compare institutionalization procedures for the mentally retarded and the mentally ill and arrange data on first admissions to institutions for the mentally retarded by age groups. (JD)

ABSTRACT 11348

EC 01 1348 ED 002 797
Publ. Date 62 312p.
Fouracre, Maurice H. And Others
The Effects of a Preschool Program upon Young Educable Mentally Retarded Children: Volume 1, The Experimental Preschool Curriculum.
Columbia University, New York, New York, Teachers College
Office Of Education (DHEW), Washington, D. C.
EDRS mf,hc
OEC-SAE-6444 CRP-167-2

Descriptors: exceptional child research; mentally handicapped; preschool children; curriculum; program planning; mental retardation; educable mentally handicapped; child development; preschool programs; group experience; teaching methods; experimental curriculum; curriculum development; imagination; self help programs; physical development; manipulative materials; emotional development; social development; creative expression; New York City

A special education program was developed for preschool, educable mentally handicapped children in New York City. Developmental aspects of curricular programing included the following types of classroom activities: intellectual, creative and imaginative, social, emotional, manipulative, motor, and self help. The study had a cross-sectional, longitudinal overlap design: a new group was brought into the experimental situation each year for three regular school terms. The children manifested in anticipated growth in attending to their assigned tasks. The setting and process of the developmental curriculum, the curriculum guide and its implementation, and the observed behavior and growth of the children are described. Further study is suggested for the situational variables of time, the action and its elements, and personal resources of both the child and the adult in the process of increasing attention span and improving work habits. (JH)

ABSTRACT 11379

EC 01 1379 ED N.A.
Publ. Date 68 167p.
Holt, K. S., Ed.; Coffey, V. P., Ed.
Some Recent Advances in Inborn Errors of Metabolism. Proceedings of the Fourth Symposium of the Society for the Study of Inborn Errors of Metabolism (Dublin, July 1966).
EDRS not available
Williams And Wilkins Company, Baltimore, Maryland 21202 ($4.75).

Descriptors: exceptional child services; medical research; medical evaluation; clinical diagnosis; medical treatment; biochemistry; electroencephalography; heredity; dietetics; anomalies; mentally handicapped; Phenylketonuria; Galactosemia

Eleven articles are presented concerning inborn errors of metabolism. The role of pteridines in metabolic disorders, maternal phenylketonuria and brain damage in the fetus, early detection and prevention of metabolic errors, EEG findings in patients with phenylketonuria and other disorders, and inborn errors affecting cerebral electrogenesis are discussed. Also considered are disaccharide and monosaccharide intolerances, galactokinase deficiency, histochemistry of the intrinsic nerves of the rectum and colon, and biochemical and clinical aspects of gargoylism. A list of exhibits on muscular dystrophy and aminoaciduria is included. (LE)

ABSTRACT 11407

EC 01 1407 ED N.A.
Publ. Date 66 171p.
Stress on Families of the Mentally Handicapped, 3rd International Congress (Paris, France, March 21-26, 1966).
International League Of Societies For The Mentally Handicapped, Brussels, Belgium
EDRS not available
Ligue Internationale Des Associations D'Aide Aux Handicapes Mentaux, 12, Rue Forestiere, Bruxelles 5, Belgium.

Descriptors: exceptional child education; mentally handicapped; family (sociological unit); mental retardation; parent counseling; family life; family problems; boarding homes; self concept; religious factors; child development; counseling; social services; day care services; institutions; financial support; community attitudes; changing attitudes; public opinion; family relationship

Fourteen papers in English, French, or German, each with a summary in all three languages, consider mental retardation and family stress. Papers on the following are provided: breaking the news, developmental stresses on families of the mentally handicapped, problems of the retarded when their parents age, and attitudes of the retarded person toward himself. Also considered are respect for life, spiritual welfare, counseling, social provision, financial help, public acceptance of the mentally retarded child, the role of parent associations, and research and the future. A conference introduction, summary, and conclusion are included. (JD)

ABSTRACT 11491

EC 01 1491 ED N.A.
Publ. Date 66 463p.
Philips, Irving, Ed.; Esser, Mary Ann, Ed.
Prevention and Treatment of Mental Retardation.
EDRS not available
Basic Books, Inc., 404 Park Avenue South, New York, New York 10016 ($12.50).

Descriptors: exceptional child services; mentally handicapped; environmental influences; prevention; clinical diagnosis; vocational rehabilitation; emotional problems; family relationship; family counseling; preschool programs; genetics; identification; community services; psychotherapy; medical treatment; legal problems; residential care; neurology; educational programs; etiology

A collection of 25 articles on mental retardation focus on aspects of clinical care. Treated under diagnosis are an historical view, current concepts and implications, neuropathology, clinical neurology, early detection, and school-age identification. Considerations of emotional impact are the affect on family members, developmental difficulties, and emotional problems. Recent progress, sociology's impact, genetics and eugenics are discussed in prevention; also discussed is comprehensive care including medical treatment, psychotherapy, preschool programs, school programs, consultation and special education, vocational rehabilitation, the role in the adult community, and residential care. Theoretic problems and implications, new program concepts, community services, legal aspects, and future implications are mentioned as community aspects. (RD)

ABSTRACT 11511

EC 01 1511 ED 029 409
Publ. Date 67 314p.
Edmonson, Barbara And Others
Social Perceptual Training for Community Living; Pre-Vocational Units for Retarded Youth.
Kansas University Medical Center, Kansas City
Vocational Rehabilitation Administration (DHEW), Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child education; mentally handicapped; instructional materials; curriculum; role perception; educable mentally handicapped; prevocational education; interpersonal competence; social adjustment; lesson plans; adolescents; learning motivation; teaching methods; consumer education

The unit of study for educable retarded students aged 13 to 19 years deals with understanding of social cues and signals and appropriate response in the adult world. The sub-units, of 1-week duration, are introduction to signals, numbers as signals, places as signals, making a good impression, shopping and buying, a department store, living on our own, getting and keeping a job, after hours, and getting along with others. Lessons are presented as verbatim teaching scripts which may be modified to fit the class. Slides, tape recordings, seatwork, quizzes, competitive games, role playing, and field trips are included as teaching techniques. Appendixes list special equipment, field trips and special arrangements, and 31 dittomasters. (LE)

ABSTRACT 11514

EC 01 1514 ED 029 413
Publ. Date 68 144p.
Canner, Norma
And a Time to Dance.
EDRS not available
Beacon Press, 25 Beacon Street, Boston, Massachusetts 02108 ($5.95).

Descriptors: exceptional child education; mentally handicapped; creative activities; teaching methods; physical activities; music activities; dance; photographs; creative expression; preschool programs; body image; teacher role; perceptual motor coordination; teacher workshops; instructional materials

The use of creative movement and dance to help young retarded children is described through narrative and through 125 photographs which represent the physical and emotional growth of a class and illustrate activities and techniques. Teaching methods are suggested for circle activities, nonparticipants, the isolation of body parts, locomotor movements, activities with sound, instruments, and other materials, and rest period objectives and procedures. A discussion of teachers' workshops is included. (LE)

ABSTRACT 11598

EC 01 1598 ED N.A.
Publ. Date Apr 69 5p.
Junkala, John
Film Production with the Mentally Retarded.
EDRS not available
Education And Training Of The Mentally Retarded; V4 N2 P75-9 Apr 1969

Descriptors: exceptional child education; film production; mentally handicapped; teaching methods; audiovisual aids; student motivation

Making 8 millimeter movies with mentally retarded students is a highly motivating and relatively inexpensive activity which provides unparalleled opportunities for the teaching and reinforcement of almost any set of skills and concepts. Specific examples of the successful use of film making to help a class become more cohesive, to enhance the study of a topic, and to tie a unit together are presented. The steps taken in filming a movie on outer space are outlined. (Author/RJ)

ABSTRACT 11669

EC 01 1669 ED 030 228
Publ. Date 10 Jan 69 428p.
Kugel, Robert B., Ed.; Wolfensberger, Wolf, Ed.
Changing Patterns in Residential Services for the Mentally Retarded; A President's Committee on Mental Retardation Monograph: 1969.
President's Committee On Mental Retardation, Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child services; mentally handicapped; institutions; community programs; administration; program costs; health services; residential centers; institutional facilities; public facilities; program evaluation; statistical data; program design; program improvement; historical reviews; educational philosophy; innovation; educational programs; foreign countries

Facts about public residential facilities for the mentally retarded in the United States introduce the following subjects: personal reactions by an American and by a Scandinavian visitor to typical state institutions for the retarded; the history of U.S. institutions and the theoretical constructs of role and role perception; service concepts which have been successful or feasible innovations including proposals for the improvement of institutions, a presentation of the normalization theoretical construct underlying much of the Scandinavian legal and service structure, continuum of services for the institutionalized retarded, and small, special service residential facilities; and four model service programs located in the urban-metropolitan area of Copenhagen, the rural geographical area of Malmohus County in Sweden, the urban-rural area of Essex County in England (with emphasis on developmental services for severely retarded children and vocational services for retarded adults), and in the state of Connecticut. Proposals of new solutions considered are the importance of viewing residential facilities as human service settings, and a human service system based on a cost-benefit rationale. Also considered are a translation of theoretical notions into concrete proposals and a judgment of these proposals as to their feasibility and priority. (LE)

ABSTRACT 11814

EC 01 1814 ED N.A.
Publ. Date 31 Jul 67 7p.
Mental Retardation Report, Number 67-9; Foster Grandparent Program. A Progress Report.
Secretary's Committee On Mental Retardation (DHEW), Washington, D. C.
EDRS not available
U. S. Department Of Health, Education, And Welfare, Secretary's Committee On Mental Retardation, Washington, D. C. 20201.

Descriptors: exceptional child services; older adults; mentally handicapped; low income; disadvantaged youth; program evaluation; program costs; nonprofessional personnel; Foster Grandparent Program

The Foster Grandparent Program, designed to help both the aged poor and the retarded child, is described. The administration of the program, problems of older persons, and services to children are surveyed. Three particular programs are reviewed, including those in New Haven and Manchester, Connecticut, and Charleston, South Carolina; the evaluation of the program as a whole is summarized. (JD)

ABSTRACT 11885

EC 01 1885 ED N.A.
Publ. Date 67 15p.
We Are Concerned; Three Youth Programs in Mental Retardation as Told by the Young People Who Got Involved.
Social And Rehabilitation Service (DHEW), Washington, D. C., Division Of Mental Retardation
EDRS not available
Superintendent Of Documents, U. S. Government Printing Office, Washington, D. C. 20402 ($0.20).

Descriptors: exceptional child services; mentally handicapped; student volunteers; recruitment; organizations (groups); youth programs; youth agencies; federal programs; state programs; innovation; South Carolina Youth Task Force; YTF; Student Work Experience And Training; SWEAT; Teens Aid The Retarded

Three programs which utilize the efforts of teenagers, the South Carolina Youth Task Force, (YTF), Student Work Experience and Training (SWEAT), and Teens Aid the Retarded (TARS) are presented through a description of their origin, structure, and services. Additional information about each program is provided in articles written by program participants who relate their experiences and impressions. (RD)

ABSTRACT 11951

EC 01 1951 ED N.A.
Publ. Date 66 121p.
Blatt, Burton; Kaplan, Fred
Christmas in Purgatory; A Photographic Essay on Mental Retardation.
EDRS not available
Allyn And Bacon, Inc., 150 Tremont Street, Boston, Massachusetts 02111.

Descriptors: exceptional child services; mentally handicapped; institutional environment; institutional facilities; institutions; institutionalized (persons); photographs; residential programs; residential care; residential centers

Four large, overcrowded, understaffed, and unnamed residential institutions for the mentally retarded in four eastern states are contrasted in a photographic essay with Seaside, a State of Connecticut Regional Center for the Mentally Retarded. Photographs form the major portion of the report, and illustrate the lack of adequate facilities and the treatment of inmates. The photographs of Seaside (250 residents, over 100 staff) picture a unique approach to the institutionalized retarded. Patients are shown playing, learning, and contributing as adults through their work. Page-long introductions at the beginning of each section and literary quotations along with the photographs present both additional information and viewpoints. Recommendations for improvement of state institutional programs and facilities are listed, with the primary needs of reduction of institution population and doubling of per capital expenditures. (SB)

ABSTRACT 11966

EC 01 1966 ED 030 999
Publ. Date 68 76p.
Venturi, Martha J. And Others
Suggested Basic Materials for Educable Mentally Retarded Children.
Ohio State Department Of Education, Columbus, Division Of Special Education
EDRS mf,hc

Descriptors: exceptional child education; mentally handicapped; instructional materials; curriculum; audiovisual aids; educable mentally handicapped; elementary grades; secondary grades; language arts; mathematics materials; science materials; social studies; books; educational equipment

Printed materials, classroom equipment, and audiovisual resources are listed for language arts, arithmetic, social studies, and science for the primary, intermediate, junior high, and senior high levels. Publishers' addresses and descriptions of the materials are given; also included are lists of professional books, bulletins, and curriculum guides. (MS)

ABSTRACT 11973

EC 01 1973 ED 031 005
Publ. Date Apr 69 104p.
Developing Appropriate Seatwork for the Mentally Retarded.
Iowa State Department Of Public Instruction, Des Moines;
Iowa University, Iowa City, Special Education Curriculum Development Center
Office Of Education (DHEW), Washington, D. C.
EDRS mf,hc
OEG-3-7-002883-0499
BR-6-2883

Descriptors: exceptional child education; mentally handicapped; teaching methods; instructional materials; teacher developed materials; classroom materials; selection; evaluation techniques; material development; independent study

Meaningful and challenging seatwork, different kinds of work, minimum teacher preparation time, writing and explaining directions, evaluating student work, and organization and management are discussed. Preparatory steps for planning seatwork activities are described which consider identifying information, specification of major skills, objectives, description of activities, listing of materials needed, directions to students, and checking work. Suggested format for seatwork plans and sample seatwork activities are also presented. (LE)

ABSTRACT 12024

EC 01 2024 ED 030 991
Publ. Date (68) 46p.
Brown, Louis F.; Andrews, James B.
A Summer School Outdoor Educational Program for Culturally Disadvantaged Educable Mentally Retarded Children. Status Report.
Iowa University, Iowa City, University Hospital School
Office Of Education (DHEW), Washington, D. C.
EDRS mf,hc
OEG-3-6-068646-1750

Descriptors: exceptional child research; mentally handicapped; disadvantaged youth; recreational programs; student evaluation; outdoor education; summer programs; camping; science instruction; homemaking skills; educable mentally handicapped; physical education; self concept; sociometric techniques; personal adjustment; tests

Fourteen culturally deprived educable mentally handicapped children (ages 126 to 168 months, IQ's 52 to 86) participated in a 7-week project to determine the effectiveness of correlating classroom instruction with camping and outdoor educational activities. The subjects were first tested for current knowledge and attitudes about science, recreational camping, and themselves; they also received instruction in homemaking, science, and camping. Then the subjects practiced on campsite what they had learned in the classroom. Finally they were evaluated by the same instruments as earlier and were given opportunity to react to the camping experience. It was concluded that the activities offered will not replace those of physical education programs and that the experiences gained and the subjects' ease in verbalizing seemed to enhance their self concept and family status. A significant change in the positive direction was noted in the subjects' concept of the magnitude of their problems in reading, health, and personal adjustment; their knowledge of natural science also showed a significant gain. No significant changes occurred in group status, although there was some shifting of children in the middle of the sociogrametric region. Recreational activity preferences

were altered, although not significantly in favor of those offered. (JD)

ABSTRACT 20195

EC 02 0195 ED 031 863
Publ. Date Apr 68 38p.
Mental Retardation.
Council For Exceptional Children, Washington, D. C.
EDRS mf
From CEC Selected Convention Papers From The Annual International Convention (46th, New York City, April 14-20, 1968).

Descriptors: exceptional child education; mentally handicapped; conference reports; teaching methods; abstracts; camping; instructional materials; psycholinguistics; parent counseling; teacher developed materials; language development; regular class placement; instructional films; self concept; rating scales; inservice teacher education; motor development; sex education; special schools

The following articles on mental retardation are provided: translating research findings into classroom activity; camping programs; a measurement device for educable mentally retarded adolescents on their self-concept as a worker; an investigation of the Doman-Delacato Theory in a trainable program in the public schools; and problems of sex education for educable mental retardates. Abstracts of articles treat these topics: camping; using sight, sound, and symbol to develop learning abilities; a rehabilitative culture design for moderately retarded adolescent girls; remediation of psycholinguistic disabilities; milieu therapy for parents; developing teacher made instructional materials; language development instructional aids in the trainable program; centralized facilities; a program for public school integration; audiovisual instruction techniques; good practice conference for teachers; segregation; and parent and teacher communication. (WW)

ABSTRACT 20329

EC 02 0329 ED N.A.
Publ. Date Feb 68 118p.
Conference Report; Responsive Environment Learning Centers: Feedback from the Field.
Responsive Environments Corporation, Englewood Cliffs, New Jersey
EDRS not available
Responsive Environments Corporation, Englewood Cliffs, New Jersey 07632.

Descriptors: exceptional child education; teaching methods; audiovisual aids; educational technology; programed instruction; typewriting; autism; mentally handicapped; reading instruction; case studies (education); learning activities; Edison Responsive Environments

A meeting of educators utilizing Responsive Environment Learning Centers includes speeches and discussions on Edison Responsive Environments (ERE--the talking typewiter). Topics treated are the following: a panel program on beginning and remedial language arts; ERE as a research instrument in programing; the relationship of ERE to the education profession; the response of teenagers to remedial programs; the role of the public aid agency in ERE programs; and project implementation. A speech by Marshall McLuhan focuses on the human sense, the environment, and technological change. Exceptional learners, a panel discussion, and these subjects are also presented: childhood autism, adaptation of the phonovisual method for the ERE, use of the ERE in England, use of the ERE with the retarded, future plans, comments on psychological development by J. McVicker Hunt, and closing remarks. (RJ)

ABSTRACT 20330

EC 02 0330 ED N.A.
Publ. Date 64 26p.
LaCrosse, Edward L.
Day Care Centers for Mentally Retarded Children; A Guide for Development and Operation.
National Association For Retarded Children, Inc., New York, New York
EDRS not available
National Association For Retarded Children, 420 Lexington Avenue, New York, New York 10017 ($0.50).

Descriptors: exceptional child services; day care centers; mentally handicapped; historical reviews; program planning; personnel; administration; facility requirements; transportation

The historical development of day care centers, the development of the National Association for Retarded Children's services, and the need for day care centers are supplied as background material. Day care centers are ascribed two objectives: to facilitate the adjustment of the child in his own home and to provide a developmental program for the child while he is at the center. Day care centers for retarded children are organized into three basic designs: a community program designed to provide care for retarded children and assistance for their parents, a program of preschool activity designed to help prepare retarded children for entrance into public school classes, or a center providing care after school hours for children who attend day classes. In order to fulfill these functions, the services of education, health, and social work specialists are required. Included are considerations for day care center programs, for administration and personnel, and for buildings and equipment, and sources of additional information. Forty-two references are listed. (Author)

ABSTRACT 20609

EC 02 0609 ED N.A.
Publ. Date 64 155p.
Egg, Maria
When a Child is Different; A Basic Guide for Parents and Friends of Mentally Retarded Children.
EDRS not available
John Day Company, Inc., 62 West 45th Street, New York, New York 10036 ($3.75).

Descriptors: exceptional child education; mentally handicapped; parent attitudes; family influence; self care skills; eating habits; speech skills; training techniques; interpersonal competence; social integration; child rearing; parent role; parent child relationship; social development; teaching methods

The author describes the various emotions which many parents of retarded children experience as they discover and try to accept their child's condition. Suggestions are provided for improving the retarded child's interaction and acceptance in relationships with parents, sisters, brothers, relatives, neighbors, and strangers. Specific guidelines are presented for parents in the benefits and instruction of good habits and general training to facilitate the improvement of the child's overall behavior and social ability. Techniques for parental training include the ability areas of walking, speech, eating, drinking, table manners, undressing and dressing, cleanliness, and toilet training. Services to assist parents are also suggested. (RD)

ABSTRACT 20671

EC 02 0671 ED N.A.
Publ. Date Dec 63 152p.
Mental Retardation: A Family Crisis; The Therapeutic Role of the Physician.
Group For The Advancement Of Psychiatry, New York, New York, Committee On Mental Retardation
EDRS not available
Rep. 56
Publications Office, Group For The Advancement Of Psychiatry, 104 East 25th Street, New York, New York 10010.

Descriptors: exceptional child services; mentally handicapped; family (sociological unit); adjustment (to environment); parent counseling; physicians; counselor acceptance; emotional adjustment; family problems

Discussed in the text are the parents' emotional reactions to mental retardation, the physician's own reaction and his role in helping the parents to accept the diagnosis, and the child's emotional needs. Levels of retardation are defined. Appendixes include classifications, an 18-item reading list for physicians, and a 14-item reading list for parents. (LE)

ABSTRACT 20806

EC 02 0806 ED N.A.
Publ. Date 58 216p.
Kirk, Samuel A.
Early Education of the Mentally Retarded.
EDRS not available
University Of Illinois Press, Urbana, Illinois 61801 ($6.00).

Descriptors: exceptional child research; mentally handicapped; preschool children; environmental influences; educable mentally handicapped; foster family; preschool programs; disadvantaged youth; etiology; intellectual development; social development; case studies (education); institutionalized (persons);

early childhood education; family influence; evaluation techniques; family background

To provide factual data for or against the general contention that special educational provisions at a young age can alter the rate of development of mentally retarded children, 81 children between the ages of 3 and 6, with IQ's between 45 and 80, were studied for 3 to 5 years. The children were divided into four groups: the community preschool group; community contrast (did not attend preschool) group; institution preschool group; and institution contrast (did not attend preschool) group. Case studies of the experimental children and statistical comparisons of the preschool and contrast groups indicated that 70% of the children who received preschool training showed an acceleration in rates of growth and retained that level during the follow up period. The over all IQ and Social Quotient (SQ) increases of the preschool groups beyond those of the contrast groups on the Binet, Kuhlmann, and Vineland Scales were all significant beyond the .05 level. Children living in psycho-socially deprived homes who did not attend preschool tended to remain at the same rate of development or to drop to lower levels. Both community and institutional preschool groups increased about 10 points in IQ and SQ during the preschool period. The community contrast group children generally retained their original IQ's and SQ's but the IQ and SQ of the institution contrast group tended to drop during the preschool period. Case histories are included. (LE)

ABSTRACT 20810

EC 02 0810 ED 032 673
Publ. Date (67) 86p.
A Resource Guide in Sex Education for the Mentally Retarded.
American Association For Health, Physical Education And Recreation, Washington, D. C., School Health Division;
Sex Information And Education Council Of The United States, New York, New York
EDRS mf,hc
Director, Project On Recreation And Fitness For The Mentally Retarded, AAHPER, 1201 16th Street, N. W., Washington, D. C. 20036.

Descriptors: exceptional child education; mentally handicapped; sex education; curriculum guides; instructional materials; program planning; body image; sex (characteristics); physical characteristics; sexuality; role perception; social relations; dating (social); social responsibility; peer relationship; child care; pregnancy; marriage; audiovisual aids; books

A rationale for sex education introduces a curriculum guide which includes suggested steps for developing programs with the retarded and which is organized into curriculum content, sample activities, and resource material. Expanded in outline form are these topics: awareness of self, physical changes and understanding of self, peer relationships, and responsibility to society. The resource section lists printed materials, audiovisual aids, and packets, indicates their pertinence to one or more of the topics, and gives the level of difficulty. A form for evaluating the publication is included. (RJ)

ABSTRACT 20846

EC 02 0846 ED 019 798
Publ. Date 67 69p.
Allen, Robert M.; Allen, Sue P.
Intellectual Evaluation of the Mentally Retarded Child--A Handbook WPS (Western Psychological Services). Professional Handbook Series, Number 3.
EDRS not available
Western Psychological Services, Box 775, Beverley Hills, California 90213.

Descriptors: exceptional child education; mentally handicapped; tests; cognitive processes; identification; cognitive tests; intelligence tests; verbal tests; preschool tests; intelligence; perception tests; standardized tests; identification tests; preschool children; testing; blind; Cattell Infant Intelligence Scale; Children's Picture Information Test; Stanford Binet Intelligence Scale; Wechsler Intelligence Scale for Children

Designed for the psychologist, the handbook describes instruments commonly used for intellectual evaluation of children suspected of being mentally retarded. Information is given concerning definitions, identification, and characteristics of mental retardation, test selection, and the test situation. Tests described and discussed include standardized tests (the revised Stanford-Binet Intelligence Scale, Form L-M 1960, the Wechsler Adult Intelligence Scale, and the Wechsler Intelligence Scale for Children), tests for preschoolers (the Cattell Infant Intelligence Scale, the Minnesota Preschool Scale, the Merrill-Palmer Scale of Mental Tests, and the Arthur Point Scale of Performance Tests), and picture vocabulary tests (Children's Picture Information Test, the Van Alstyne Picture Vocabulary Test, the Full-Range Picture Vocabulary Test, and the Pictorial Test of Intelligence). Also treated are formboards (the Seguin Formboard, the Porteus Maze Test, and the Progressive Matrices), drawing tests (the Bender Gestalt Test and the Goodenough-Harris Drawing Test), nonverbal intelligence Tests (the Columbia Mental Maturity Scale and the Leiter International Performance Scale), and psychometric or paper and pencil tests of intelligence (the Revised Beta Examination, the Chicago Non-Verbal Examination, and the Lorge-Thorndike Intelligence Test). The Frostig Developmental Test of Visual Perception, the Illinois Test of Psycholinguistic Abilities, and the Haptic Intelligence Scale for Adult Blind are reviewed. Third person tests (the responses to which come from informants) considered are the Gesell Preliminary Behavior Inventory, the Cain-Levine Social Competency Scale, the Vineland Social Maturity Scale, and the Slosson Intelligence Test. A final chapter considers the psychologist's report and stresses its importance. Examples, record forms, and profiles from several tests are included. The bibliography contains 115 references. (DF)

ABSTRACT 20847

EC 02 0847 ED 017 117
Publ. Date 65 192p.
Charney, Leon; Lacrosse, Edward
The Teacher of the Mentally Retarded.
The John Day Company, Inc., 62 West 45th Street, New York, New York 10036 ($4.95).

Descriptors: exceptional child education; professional education; personnel; mentally handicapped; career opportunities; classroom environment; college programs; educable mentally handicapped; educational programs; financial support; home visits; parent attitudes; professional training; program descriptions; special programs; student teacher relationship; teacher certification; teacher recruitment; trainable mentally handicapped; teacher education

Intended for prospective teachers of mentally retarded children, the text describes the following: the mentally retarded child as he appears to the teacher; a typical day in the classroom and the problems which confront the teacher of mentally retarded children; the teacher's visits to the homes of some of her students and the parental reactions to her visits; and the teacher of the mentally retarded as a professional person. Information is also provided on program organization for educable and trainable retardates, teacher certification requirements in the 50 states, and financial assistance available to persons receiving professional training. A bibliography cites six references. (MU)

ABSTRACT 20858

EC 02 0858 ED 028 553
Publ. Date 67 40p.
Dental Health for the Handicapped.
Alabama University, Birmingham, Dental Advisory Committee
Public Health Service (DHEW), Washington, D. C., Mental Retardation Division
EDRS mf,hc
MR-0102B67

Descriptors: exceptional child services; mentally handicapped; institutionalized (persons); health education; self care skills; educable mentally handicapped; trainable mentally handicapped; custodial mentally handicapped; teaching methods; attendants; dental health

Guidelines to aid attendants to maintain good dental health among institutionalized mentally retarded persons are presented. Aspects considered include reasons for taking care of the mouth and means of adapting the oral hygiene program to each individual. Also described are oral hygiene programs now existing in group living settings and methods of recognizing special mouth problems. Appendixes list sources for additional readings and materials, and present study questions with their answers. (LE)

ABSTRACT 20874

EC 02 0874 ED 028 570
Publ. Date 69 65p.
Sunderlin, Sylvia, Ed.; Wills, Brooke, Ed.
Nutrition and Intellectual Growth in Children.
Association For Childhood Education International, Washington, D. C.
EDRS not available
BULL-25-A
Association For Childhood Education International, 3615 Wisconsin Avenue, N. W., Washington, D. C. 20016 ($1.25).

Descriptors: exceptional child research; disadvantaged youth; nutrition; child development; intellectual development; educational needs; health; food; economic disadvantagement; incidence; diseases; poverty programs; foreign countries; school programs; federal aid; government role; biochemistry; infants; dietetics; mothers; mentally handicapped; mental retardation

A consideration of nutrition and intellectual growth opens with a glossary of 12 terms and two reports on hunger in America, one by J.L. Frost and B.L. Payne, the other by the Citizens' Board of Inquiry into Hunger and Malnutrition. Included are articles on nutrition and intellectual development in children, by M. Winick; maternal diet, growth, and behavior, by M. Simonson and B.F. Chow; international nutrition and later learning, by M.C. Latham; and medical care of children in Poland, as told to H.T. Suchara. Also, D. Rosenfield and F.J. Stare discuss nutritional prospects for the future; M.L. Cronan describes the role of the school in providing for nutrition; and M.J. Brennan treats conservation, resources, and education. (JD)

ABSTRACT 20903

EC 02 0903 ED 020 589
Publ. Date Aug 67 129p.
Clark, Gary M.
A Study of the Effects of Two Experimental Curriculum Units on the Social Perception and Occupational Readiness of Educable Mentally Retarded Adolescents.
George Peabody College For Teachers, Nashville, Tennessee
EDRS mf,hc
OEG-2-7-068962-2370
BR-6-8926

Descriptors: exceptional child research; mentally handicapped; perception; behavior; curriculum; adjustment (to environment); educable mentally handicapped; adolescents; experimental curriculum; interpersonal competence; curriculum evaluation; prevocational education; behavior change; personality; behavior rating scales; test results; social maturity; visual perception; self concept; sex differences; social relations; social adjustment

The major purpose of the study was a trial and evaluation of an experimental curriculum unit designed to provide a structural program in social perception and behavior for educable mentally retarded adolescents. The program was devised in the form of sequential simulation or illustrations leading to skills in perceiving which cues are relevant, inferring from these what is occurring, and determining what social responses would be most appropriate. The 56 subjects were selected from young adolescents (aged 13 to 16) enrolled in six special classes from three schools and were randomly assigned either to an experimental or to a placebo group. The experimental group's treatment consisted of 48 1-hour lessons from the experimental curriculum (Perceptual Training for Community Living--A Prevocational Unit for Retarded Youths, the 1965 revision by Edmondson, Leach, and Leland). The control group followed a conventional special education curriculum with selected elements of the environment manipulated. Pretest and posttest measures were taken on the following instruments--Vineland Social Maturity Scale, Fudell Test of Occupational Readiness, Test of Social Inference, Bown Self-Report Inventory, and Behavior Rating Scale. Results were also obtained on teacher and pupil evaluations, and weekly unit tests. The experimental variables of curricula, schools, and time were analyzed in terms of the dependent variables (measures of social behavior). Analysis indicated no significant difference between the experimental and the placebo groups following the treatment period. It was found, however, that female pupils performed significantly better (beyond the .025 level) than male pupils on four of the seven measures. The relationship between achievement on weekly unit tests and scores on two posttest measures was significant beyond the .05 level. Teacher and pupil evaluations indicated general approval. One figure and 24 tables provide data, and a bibliography lists 98 items. Appendixes include material on the tests and rating forms, lesson plans and guidelines, teacher personnel data, identifying data and scores on all subjects, teacher evaluation of the social perceptual training unit, and analysis of variance and covariance summary tables. (TM)

ABSTRACT 20905

EC 02 0905 ED 020 600
Publ. Date Sep 67 635p.
Mild Mental Retardation--A Growing Challenge to the Physician.
Group For The Advancement Of Psychiatry, New York, New York
EDRS not available
GAP-REP-NO-66
Publications Office, Group For The Advancement Of Psychiatry, 104 East 25th Street, New York, New York 10010 ($1.00).

Descriptors: exceptional child education; mentally handicapped; disadvantaged youth; family (sociological unit); counseling; medical treatment; parent counseling; physicians; socioeconomic status; socially disadvantaged; mental retardation; etiology; clinical diagnosis; pathology; counselor role; childhood needs; emotional maladjustment; individual characteristics; prevention; parent attitudes; parental background; family characteristics; medical services; educable mentally handicapped; civil rights; legislation

Intended for physicians, this document describes the nature and scope of the problem of mild mental retardation, and presents guidelines for medical care and counseling of mildly mentally retarded children and their families. Two groups of such children (based on high or low sociocultural level) are examined and characterized. The two groups are discussed in terms of the diagnostic procd essn infancy and preschool yearsn eled mentary school years, adolescence and adulthood, and psychopathology. Etiology and prevention are considered from the viewpoint of organic, socioculturaln and psychological factorsn and of pred ventionm The physicians role in treatd ment and the law regarding the rights of the mentally retarded are also described. A list of 13 suggested readings is provided. (SB)

ABSTRACT 20933

EC 02 0933 ED 027 670
Publ. Date 69 207p.
Beck, Helen L.
Social Services to the Mentally Retarded.
EDRS not available
Charles C Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois 62703 ($8.75).

Descriptors: exceptional child services; mentally handicapped; counseling; family (sociological unit); social services; etiology; individual characteristics; church role; family problems; parent counseling; educational programs; recreational facilities; community services; institutional facilities; social work; counselor role; parent attitudes; social workers; behavior change

Written primarily for social workers who deal with the retarded and their families, the text surveys the needs in mental retardation and ways of meeting those needs. Aspects considered are causes and manifestations, evaluation and planning, and organizational problems; the retardate in the community; behavioral manifestations; and social implications. Services are discussed in terms of the process of discovery and information, special services, special use of community services, residential facilities, and services to the family; social work goals and techniques are described along with situational problems. Services to the retarded and their families are treated with reference to the social workers on the professional team, the psychosocial diagnosis, the professional relationship, and casework treatment. Also presented are some specific concerns of parents and social workers in looking ahead and conclusions regarding social work research and consultation in the future. (JD)

ABSTRACT 20951

EC 02 0951 ED 033 491
Publ. Date 69 220p.
Scheerenberger, R. C.
Mental Retardation, Selected Conference Papers.
Illinois State Department Of Mental Health, Springfield, Division Of Mental Retardation Services
Public Health Service (DHEW), Arlington, Virginia
EDRS mf,hc

Descriptors: exceptional child education; mentally handicapped; identification; ancillary services; program planning; nursery schools; behavior change; communication skills; handicrafts; tests; cooperative programs; evaluation methods; medical evaluation; religious education; foster family; institutionalized (persons); transportation; rural areas; community services; volunteers; teaching methods

A compilation of selected papers includes the following: comprehensive diagnostic services; pediatric aspects of diagnosis; psychological evaluation of the severely retarded; use of social competency devices; diagnosis of the adult retarded; programing for the severely retarded; nursery school experiences for the trainable; a practical approach to teaching; behavior shaping with the severely retarded; development of communication skills; a speech, language, and hearing program; arts and crafts with preschool children; music activities; activity programs; recreation; and educational evaluation. Also discussed are these topics: medical considerations; the role of the nurse; public health services; pastoral care; boarding home provisions; social services in residential care facilities; a volunteer program in a residential facility; transportation facilities; developing community services; planning local services and programs; programing and the public schools; the needs of the retarded program planning, and satellite programs in rural areas; a project in Wisconsin; and diagnosis and followup in non-metropolitan areas. (RJ)

ABSTRACT 20981

EC 02 0981 ED 033 521
Publ. Date 69 196p.
Lillywhite, Herold S.; Bradley, Doris P.
Communication Problems in Mental Retardation: Diagnosis and Management.
EDRS not available
Harper And Row, Publishers, 49 East 33rd Street, New York, New York 10016 ($5.95).

Descriptors: exceptional child education; mentally handicapped; communication problems; speech handicapped; etiology; identification; dental health; educational programs; articulation; voice disorders; auditory evaluation; speech therapy; language development

Discussed are the problems of communication in mental retardation with an introductory background and definition of this problem, including the etiological factors and general characteristics. A presentation of diagnostic methods leads into discussions of the problem of medical-dental management and educational management of the retarded child. Specific diagnosis of communication disorders, and management of and therapy procedures for these communication disorders are treated and include the following suggestions for assistance: individual attention in speech programs; social group situations; and the establishment of socially useful goals in communication skills. Also provided are notes on future trends in the field. (JM)

ABSTRACT 20985

EC 02 0985 ED 033 525
Publ. Date 68 88p.
Guidelines for a Cooperative School Program; Education-Habilitation.
Region V Education Service Center, Beaumont, Texas
Office Of Education (DHEW), Washington, D. C., Bureau Of Elementary And Secondary Education
EDRS mf,hc

Descriptors: exceptional child education; physically handicapped; mentally handicapped; vocational education; instructor coordinators; staff role; administration; program planning; cooperative programs; Texas

The following guidelines for establishing cooperative school programs are presented: investigating local needs, informing the public, selecting the coordinator, conferring with the counselor, explaining the program to school personnel, informing and involving parents, surveying on-campus and off-campus training, and establishing the evaluation committee and the responsibility of school personnel. The characteristics and job description of the vocational adjustment coordinator are discussed along with his duties of supervising job training and placement and of utilizing community resources. His responsibilities in the classroom, in counseling, in record keeping, and in suggested activities throughout the year are considered. The duties of the vocational rehabilitation counselor are also listed. A revised state rehabilitation program involving the administrative organization and purpose is described. Appendixes include state and local agencies to be investigated, national agencies which provide information, suggested curriculum materials, graduation requirements, and professional organizations; sample forms are provided. (JM)

ABSTRACT 20997

EC 02 0997 ED N.A.
Publ. Date 64 84p.
Avedon, Elliott M.; Arje, Frances B.
Socio-Recreative Programing for the Retarded; A Handbook for Sponsoring Groups.
EDRS not available
Bureau Of Publications, Teachers College Press, Columbia University, 525 West 120th Street, New York, New York 10027.

Descriptors: exceptional child services; recreation; recreational programs; mentally handicapped; community recreation programs; program planning; annotated bibliographies; program development

The needs of the mentally retarded for recreational services from birth through adulthood, and guides for developing these social recreation programs within the community are analysed. Methods are outlined for establishing model programs and pilot demonstrations, and four examples of community based programs are summarized. Sources of consultative material, a master plan for promoting community interest and action, and two speeches concerning national trends and legislaton influencing services for the retarded are considered. An appendix includes sample forms used in recreation planning. (SB)

ABSTRACT 21000

EC 02 1000 ED N.A.
Publ. Date Mar 65 155p.
Thorne, Gareth D.
Understanding the Mentally Retarded.
EDRS not available
McGraw-Hill Book Company, 330 West 42nd Street, New York, New York 10036 ($3.95).

Descriptors: exceptional child services; mentally handicapped; attendants; institutionalized (persons); attendant training; residential care; institutional environment; adjustment (to environment); child development; counseling; rehabilitation; etiology; clinical diagnosis; environmental influences; behavior patterns

The book for attendants in institutions supplies basic information about mental retardation, and discusses each of the problems attendants face in their day-to-day work with retarded children. Areas of concern are causes of mental retardation, the diagnosis of mental retardation, child development and environment, the institution as a community for the mentally retarded, counseling and guiding the mentally retarded, helping the retarded child grow in learning and adjustment, emotions and the mentally retarded, and rehabilitation. (LE)

ABSTRACT 21077

EC 02 1077 ED N.A.
Publ. Date Jan 64 101p.
Standards for State Residential Institutions for The Mentally Retarded. Monograph Supplement.
AAMD Project On Technical Planning In Mental Retardation, Columbus, Ohio
National Institute Of Mental Health (DHEW), Washington, D. C.
EDRS not available
American Association On Mental Deficiency, P. O. Box 96, Willimantic, Connecticut 06226 ($3.00).
American Journal Of Mental Deficiency; V68 N4 Jan 1964

Descriptors: exceptional child services; mentally handicapped; standards; institutions; residential schools; public facilities; administrator guides; institutional

facilities; case records; institutional personnel; evaluation criteria; special services; physical facilities; educational programs; employment qualifications; admission criteria; administrative policy

A manual of standards, offering reasonable levels of operation, is presented and is considered attainable in state institutions by 1974 without disruption to the economy of any state. The minimal standards involving the philosophy, practices, and goals of institutions are as specific as possible. Included are standards on management services, admission and release, institutional programing, personnel, training and staff development, physical plant, records, reporting, and research. (LE)

ABSTRACT 21152

EC 02 1152 ED N.A.
Publ. Date 70 6p.
Spellman, Charles R. And Others
Domestic Work Training of Adolescent Educable Mentally Retarded Girls.
EDRS not available
Teaching Exceptional Children; V2 N2 P67-72 Win 1970

Descriptors: exceptional child education; mentally handicapped; vocational education; homemaking skills; work study programs; student evaluation; educable mentally handicapped; vocational adjustment; work attitudes; adolescents

A work-study program for domestic work training of adolescent educable mentally retarded girls is presented with the following five objectives: to provide supervised training in the development of homemaking skills in a realistic setting, to provide specific training for a realistic occupational goal, to evaluate the students' specific limitations and abilities, to provide work-study opportunities, and to improve the student's ability to behave appropriately in a business setting. The methods of planning, organizing, operating, and evaluating the program are described. (RD)

ABSTRACT 21464

EC 02 1464 ED 034 342
Publ. Date Jan 69 41p.
Orzak, Louis H. And Others
Day Camping and Leisure Time Recreation Activities for the Mentally Retarded.
Parents And Friends Of Mentally Retarded Children Of Bridgeport, Inc., Connecticut
Department Of Health, Education, And Welfare, Washington, D. C., Social And Rehabilitation Service
EDRS mf,hc

Descriptors: exceptional child services; mentally handicapped; camping; recreation; day camp programs; recreational activities; administration; program planning; community programs; program evaluation

An introduction to the need for day camp activities and recreational facilities for the retarded precedes a discussion of the problems involved: the recreational needs must be defined along with the nature of the programs; locations must be found; the costs of transportation and salaries must be assumed and budgeted; programs must be flexible and properly evaluated; and parents must cooperate with recreational staff. Information is supplied concerning various day camp programs with special attention to the Kennedy Center and the Y.M.C.A. Camp Tepee. Also considered is leisure time recreation centering around a program to supplement the half day school with a half day recreation program. The activities are reported as successful and it is suggested that they continue and increase. (JM)

ABSTRACT 21483

EC 02 1483 ED 034 361
Publ. Date 69 135p.
Jacobs, Jerry
The Search for Help: A Study of the Retarded Child in the Community.
EDRS not available
Brunner/Mazel, Publishers, 80 East 11th Street, New York, New York 10003 ($5.95).

Descriptors: exceptional child education; mentally handicapped; identification; educational programs; parent reaction; family relationahip; preschool programs; teacher attitudes; mongolism; family problems; physicians; parent attitudes

The problems of diagnosis and prognosis of mental retardation are discussed and include the doctor parent interaction, its nature and consequences, and current outlooks as self-fulfilling prophecies. Aspects of educational programs treated are referral to available facilities, parent and child background, preschool programs, the retarded as teachers, education after preschool, evaluation of the preschool program by parents, teaching methods, administrative concerns, teacher preparedness, and teacher education. Attention is also given to the child's effect on the family: infanticide, institutional care, daily problems, adolescence and adulthood, care of the child upon the death of the parents, and effects on the parents and siblings. (JM)

ABSTRACT 21562

EC 02 1562 ED N.A.
Publ. Date 69 147p.
Roberts, Esther H.
Their Beginning Years.
EDRS not available
Vantage Press, Inc., 120 West 31st Street, New York, New York 10001 ($4.50).

Descriptors: exceptional child education; mentally handicapped; teacher guidance; teaching methods; parent education; teaching skills; class activities; physical activities; language arts; mathematical concepts; self help programs; social development; recreational activities; music; speech skills; handicrafts; color; parent teacher cooperation

Designed as a guide to practical solutions to problems in teaching trainable and educable retarded children, the text presents typical situations, activity suggestions, teaching hints, and resource books. Areas discussed are the typical school day, language and language activities, mathematical concepts, colors, handwork, socialization, physical activity and games, table games and quiet activities, self help, music, speech concepts, and the relationship of parents and teachers. (JM)

ABSTRACT 21739

EC 02 1739 ED 035 118
Publ. Date 68 164p.
Kirk, Samuel A. And Others
You and Your Retarded Child.
EDRS not available
Pacific Books, Publishers, P. O. Box 558, Palo Alto, California 94302 ($1.50).

Descriptors: exceptional child services; mentally handicapped; parent counseling; parent participation; mental retardation; child development; parent child relationship; behavior problems; community programs; language development; behavior development; social development; self care skills; child rearing; residential care

The book offers advice to parents of retarded children in recognizing and facing inherent problems and provides insight into their own emotional needs and those of their child. Levels of retardation are described and assistance given to aid parents in determining how retarded their child is and whether to send the child to a residential school or keep him at home. Specific suggestions are made for helping the child to help himself, to become more independent, to play, to talk, to gain acceptance, and to control his behavior. A total program for the retarded in the community is discussed. (LE)

ABSTRACT 21751

EC 02 1751 ED 035 130
Publ. Date 69 80p.
Baumgartner, Bernice B.; Shultz, Joyce B.
Reaching the Retarded Through Art.
EDRS not available
Mafex Associates, Inc., P. O. Box 519, Johnstown, Pennsylvania 15907.

Descriptors: exceptional child education; mentally handicapped; art activities; teaching methods; multiply handicapped; art materials; program guides; psychomotor skills; art; freehand drawing; painting; self concept

Included in the manual on art are suggestions concerning growth through a good classroom climaten orderly ard rangementsn displaysn and a good visual experienceg a view of development through artnconceptdifferentiationn mod tor and sensory skillsn self fullllment and thought processesn and art as therad pyg and the art program itselfm The program consists of drawing and paintd ing; playing with blocks; tearing, cutting, folding, and pasting; printing; modeling; using fabric; creating three dimensional objects with cardboard, wood, and scrap materials; and learning to

think, write, use the body, and learn number concepts. Also provided are numerous examples of art work and a program illustrating the materials used, the learning process involved, possible related experiences, and utilizing art techniques throughout the school curriculum. (JM)

ABSTRACT 21754

EC 02 1754 ED 035 133
Publ. Date 68 287p.
Farber, Bernard
Mental Retardation; Its Social Context and Social Consequences.
EDRS not available
Houghton Mifflin Company, 110 Tremont Street, Boston, Massachusetts 02107 ($5.75).

Descriptors: exceptional child education; mentally handicapped; incidence; community attitudes; family relationship; residential care; age differences; sex differences; rural urban differences; heredity; environmental influences; disadvantaged youth; parent associations; social problems; institutions; educational programs; social mobility; employment

Concerned with mental retardation as a social product, the following topics are discussed: mental retardation as a social phenomenon, the concept of the retarded as surplus population, labeling and incompetence in relation to life chances, mental retardation as deviance and as incompetence, and findings on the prevalence of retardation in the United States and Europe. Variations in the prevalence of retardation according to age, sex differences, community differences, heredity and environment, differential fertility, and differential death rates are considered as are public and private cultures and the private and public self. Regarding treatment in contemporary society, 19th century views, current social movements, and ideas of local parent groups are explored. Attention is given to families of the severe and educable mentally retarded; revision of age and sex roles and of community relationships; the history and role of institutions in relation to the family and social organization; educational programs, occupations, and social mobility; and the social context and consequences of mental retardation. (JM)

ABSTRACT 21777

EC 02 1777 ED 035 156
Publ. Date 69 276p.
Fulton, Robert T., Ed. And Others
Audiometry for the Retarded: With Implications for the Difficult-to-Test.
EDRS not available
The Williams And Wilkins Company, 428 East Preston Street, Baltimore, Maryland 21202 ($12.75).

Descriptors: exceptional child services; mentally handicapped; audiometric tests; audiology; auditory evaluation; evaluation methods; auditory tests; clinical diagnosis; operant conditioning; reinforcement

Directed to professionals with a basic knowledge of audiological principles, the text presents a review of audiological assessment procedures and their applicability to the retarded. Pure-tone, speech, and Bekesy audiometry are described. Also discussed are differential diagnosis of auditory impairments, conditioning and audiological assessment, acoustic impedance measurement, cortical-evoked response audiometry, and autonomic responses as supplementary hearing measures. Appendixes present tables of hearing levels, measured intelligence, and adaptive behavior; references follow each chapter. (RJ)

ABSTRACT 21778

EC 02 1778 ED 035 157
Publ. Date 68 65p.
Mental Retardation Film List.
National Library Of Medicine, Bethesda, Maryland;
National Institute Of Health, Bethesda, Maryland;
Public Health Service (DHEW), Washington, D. C.
Rehabilitation Services Administration (DHEW), Washington, D. C.;
Social And Rehabilitation Service (DHEW), Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child services; mentally handicapped; films; bibliographies; audiovisual aids

A list of films on mental retardation includes titles, publication information, physical descriptions, language revisions when other than English, series reference, technical description of film content, sale source, and distributor. Films intended for the general public are grouped under the heading Nonprofessional; others are listed as Professional. A distributor list is also provided. (RJ)

ABSTRACT 21779

EC 02 1779 ED 035 158
Publ. Date 69 161p.
A Practical Guide for Teaching the Mentally Retarded to Swim.
American Association For Health, Physical Education And Recreation, Washington, D. C.
EDRS mf
American Association For Health, Physical Education And Recreation, 1201 Sixteenth Street, N. W., Washington, D. C. 20036 ($2.00).

Descriptors: exceptional child education; mentally handicapped; teaching methods; swimming; recreational activities; reinforcement; games; recreation; recreational facilities; sequential approach; records (forms); program administration; physical education

A guide for teaching the retarded to swim begins with a general discussion of retardation, the need for individualization, and staff qualifications. Factors discussed in program organization and administration include community agencies, staff training, examples of records and forms, and first aid procedures. Suggested methods consider perceptual motor abilities, a multisensory approach, breaking down skills sequentially, transfer of training, motivation, awards, discipline, swimming readiness, orientation, entering the water, innovations, assistive devices, movement exploration, and circuit and interval training. Step-by-step procedures for mastering different floating and swimming positions are described and illustrated by sketches. A variety of water stunts and games are included as are recommendations for pool facilities. Behavior modification techniques are discussed and photographs are provided throughout. (RJ)

ABSTRACT 21786

EC 02 1786 ED N.A.
Publ. Date 66 18p.
Gitter, Lena L.
Montessori: A Therapeutic Tool for the Mentally Retarded Child.
EDRS not available
American Montessori Society, 3130 Pennsylvania Avenue, S. E., Washington, D. C. 20020.
Paper Delivered At The Annual Meeting Of The American Association On Mental Deficiency (90th, Chicago, Illinois, May 10-14, 1966).

Descriptors: exceptional child education; teaching methods; mentally handicapped; teacher role; interpersonal competence; classroom environment; self concept; lesson plans; instructional materials; educational games; manipulative materials; Montessori Method

The Montessori Method is discussed with reference to its application to mentally handicapped children. The teacher's role and aspects of the prepared environment are considered. Means of developing social skills and self concept are described as are the following teaching methods and materials: the 3-period lesson, sandpaper letters, the moveable alphabet, walking on the line, and the silence game. Ways of teaching without Montessori apparatus are also explained. (JD)

ABSTRACT 21939

EC 02 1939 ED 036 918
Publ. Date 69 31p.
Jolles, Isaac; Southwick, Selma I.
A Clinical Approach to Training the Educable Mentally Retarded: A Handbook.
EDRS not available
Western Psychological Services, Publishers And Distributors, 12031 Wilshire Boulevard, Los Angeles, California 90025 ($6.50).

Descriptors: exceptional child education; mentally handicapped; teaching methods; educable mentally handicapped; arithmetic; reading; handwriting; attention; motivation; language development; perception; concept teaching; sensory training; individualized instruction; individual characteristics; concept formation; learning disabilities

The use of methods found effective with the brain injured with educable mentally handicapped children is discussed; the clinical approach to teaching and the

psychology of the educable are explained; and educational implications are outlined. The following are then considered: sensory deficiencies and intensified stimulation; training perception; training language and conceptional thinking; and developing attention and motivation. Methods for teaching arithmetic, reading, and handwriting to the educable are detailed; and the clinical approach is described in action. (JD)

ABSTRACT 21954

EC 02 1954 ED 036 933
Publ. Date Nov 69 208p.
Music for the EMR: Teacher's Handbook.
Iowa State Department Of Public Instruction, Des Moines;
Iowa University, Iowa City, Special Education Curriculum Development Center
Office Of Education (DHEW), Washington, D. C.
EDRS mf,hc
BR-6-2883

Descriptors: exceptional child education; mentally handicapped; music; teaching methods; singing; educable mentally handicapped; musical instruments; music activities; audiovisual aids; curriculum guides

The goals of teaching music to the educable mentally handicapped are discussed and a sample unit lesson plan is provided. Also considered are presenting and teaching the song, using rhythm instruments, playing the autoharp, and planning listening activities. Over three-fourths of the handbook consists of singing activities for primary and intermediate and secondary levels including goals, songs of different types, and teaching methods. Appendixes list over 50 recordings, books, and audiovisual aids. (JD)

ABSTRACT 22202

EC 02 2202 ED 037 854
Publ. Date 69 52p.
File-Y:35-83:0; A Plan for the Youthful Mentally Retarded Offender.
South Carolina Department Of Mental Retardation, Columbia
Rehabilitation Services Administration (DHEW), Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child services; mentally handicapped; delinquents; program planning; delinquent rehabilitation; identification; juvenile courts; state programs; delinquency prevention; inservice education; police; interagency coordination; rehabilitation programs; rehabilitation centers; special services; testing; evaluation; program improvement; South Carolina

The problem of the youthful mentally retarded offender was studied and a plan devised to meet it. Recommendations called for special units for retarded offenders, placement as retardates rather than delinquents, periodic evaluation of the individual's rehabilitation program, and coordination of followup services. Further recommendations concerned development of a state system of detention-evaluation centers and of programs to identify and evaluate handicaps in offenders and to utilize local resources in care and treatment. A statewide system of juvenile courts was also proposed along with the following preventive measures: inschool testing and special placement, inservice training for professionals, interagency coordination, juvenile police divisions or officers, and agency-police cooperation. (JD)

ABSTRACT 22221

EC 02 2221 ED 037 873
Publ. Date Mar 70 45p.
Instructional Objectives: Developing Teaching Strategies for the Mentally Retarded.
Iowa State Department Of Public Instruction, Des Moines;
Iowa University, Iowa City, Special Education Curriculum Development Center
EDRS mf,hc

Descriptors: exceptional child education; mentally handicapped; educational objectives; teaching methods; lesson plans; inservice teacher education; instructional materials; learning activities; individualized instruction; curriculum development

The general plan of a teaching activity is described in terms of specificity, component composition, and techniques of preparing such plans. Recommendations for writing behavioral and instructional objectives for the mentally retarded are outlined, and writing exercises are presented for practice by the teacher in implementing these recommendations. Examples of lesson plans which include lesson objectives, instructional objectives, activities, resource materials, and experience charts are provided. (RD)

ABSTRACT 22231

EC 02 2231 ED 037 883
Publ. Date Sep 69 169p.
Sackmary, Arnold, Ed.; Winters, Stanley, Ed.
Understanding and Teaching the Slower Student.
EDRS not available
MSS Educational Publishing Company, Inc., 19 East 48th Street, New York, New York 10017 ($5.00).

Descriptors: exceptional child education; mentally handicapped; slow learners; teaching methods; curriculum development; physical activities; social adjustment; vocational education; activity units; reading instruction; mathematics curriculum; physical education; employer attitudes; motivation techniques; vocational adjustment

The collection of readings on the slow learner contains articles on understanding the educable adolescent, the interdisciplinary approach, organizing experience units for the educable mentally handicapped, operant conditioning techniques to establish motivation, and curriculum ideas. Included are discussions of developmental schedules of oral-aural language, reading for the young mentally handicapped child, reading survey tests, classroom techniques for teaching modern math, a project for general mathematical concepts, a program for teaching social skills, and a language arts curriculum. Papers are also presented on physical education, inclusion and exclusion in physical education, group reactions to a physical education program, dancing, the development of personal poise, the child's attitude toward special education classes, vocational curriculum, vocational training, employer attitudes, post school employment adjustment, trends in service employment, and the future prospects of exceptional children. (JM)

ABSTRACT 22271

EC 02 2271 ED N.A.
Publ. Date Apr 70 6p.
Mamula, Richard A.
Developing a Training Program for Family Caretakers.
EDRS not available
Mental Retardation; V8 N2 P30-5 Apr 1970

Descriptors: exceptional child services; mentally handicapped; emotionally disturbed; attendant training; training techniques; residential care; foster homes; personal care homes; family caretakers

The paper discusses the rationale behind the development of a training program for individuals providing foster care services for mentally retarded and emotionally disturbed children and adults within the structure of the Family Care Program operated by the Community Services Division of the State of California. It discusses how the program developed, its content and its effectiveness, and offers general guidelines for agencies interested in such programs. (Author)

ABSTRACT 22318

EC 02 2318 ED N.A.
Publ. Date Aug 68 59p.
An In-Service Demonstration Program for Non-Special Education Personnel to Utilize Special Education Procedures in Working with Exceptional Children. Final Report.
Pennsylvania State University, University Park, Department Of Special Education
Office Of Education (DHEW), Washington, D. C., Bureau Of Elementary And Secondary Education
EDRS not available
Department Of Special Education, Pennsylvania State University, University Park, Pennsylvania 16802.

Descriptors: exceptional child education; mentally handicapped; inservice teacher education; educable mentally handicapped; music education; art education; supervisory training; teacher workshops; demonstrations (educational); participant satisfaction; program evaluation

To involve art and music teachers and supervisors in special education activities with educable retardates, three lead

teachers, a teacher's aide, and 17 participant-observers took part in a project. At first the lead teachers conducted morning sessions with children while critiques were held in the afternoons. For the remainder of the 2 weeks small or whole group sessions were conducted in the mornings by the participant-observers. (These morning activities and comments on them are listed.) Each participant submitted an evaluation which included a description of their attitudes toward the retarded prior to the project and the extent to which the experience increased their knowledge or ability to work with the children. The majority favored an expansion of the inservice training and a more comprehensive orientation. Those who had little experience with EMR children reported a positive change in their understanding of the children. It was felt that non-special education personnel could benefit from such a workshop enough to be more effective in working with the retarded. (RJ)

ABSTRACT 22531

EC 02 2531 ED 038 801
Publ. Date Aug 69 62p.
Disability and Deprivation. Selected Papers of a Conference on Disability and Deprivation (Boise, Idaho, June 9-10, 1969).
Western Interstate Commission For Higher Education, Boulder, Colorado
Rehabilitation Services Administration (DHEW), Washington, D. C.;
United Cerebral Palsy Research And Education Foundation, New York, New York
EDRS mf,hc

Descriptors: exceptional child education; mentally handicapped; disadvantaged youth; health services; economic disadvantagement; welfare problems; educational responsibility; health needs; educational needs; mental retardation; environmental influences; etiology; social attitudes; educational diagnosis

Rodger L. Hurley discusses the causal relationship between poverty and mental retardation; John W. Kidd describes limitations in special education systems. Also, David L. Cowen considers health problems and health care of the poor. (JD)

ABSTRACT 22581

EC 02 2581 ED 038 826
Publ. Date 69 228p.
Buist, Charlotte A.; Schulman, Jerome L.
Toys and Games for Educationally Handicapped Children.
EDRS not available
Charles C Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois 62703 ($9.50).

Descriptors: exceptional child education; mentally handicapped; learning disabilities; instructional materials; bibliographies; toys; educational games; manipulative materials; visual perception; auditory perception; sensory training; memory; concept formation; motor development; psychomotor skills; verbal development; annotated bibliographies; intellectual development; language development; perceptual motor learning

Commercially available toys and games for children with educational handicaps, from general retardation to disabilities in limited areas of functioning are listed. For each toy, the name, manufacturer, and sex and age interest are stated; a description of the toy is given. All toys are classified according to the intellectual functions involved. These include visual perception (like-different, part-whole, spatial relations, figure-ground) and auditory perception (like-different, figure-ground). Additional categories are retention and recall (visual memory, auditory memory), conceptualization, and expression (fine motor, gross motor, verbal). (JD)

ABSTRACT 22613

EC 02 2613 ED N.A.
Publ. Date Nov 67 31p.
1,500,000 Bits of Information: Some Implications for Action. Annual Meeting of the American Association on Mental Deficiency, A Symposium (91st, Denver, Colorado, May 18, 1967).
Western Interstate Commission For Higher Education, Boulder, Colorado
National Institute On Child Health And Human Development (DHEW), Washington, D. C.
EDRS not available
PH-43-65-989
Western Interstate Commission For Higher Education, University East Campus, Boulder, Colorado 80302.

Descriptors: exceptional child services; mentally handicapped; data collection; data processing; administration; institutionalized (persons); institutional administration; information utilization; etiology; demography; genetics; anomalies; sex differences; mental retardation; behavior problems; racial composition; physical characteristics; intelligence differences; rating scales; behavior rating scales; statistical surveys; phenylketonuria; Western Interstate Commission for Higher Education

To stimulate research activity in mental retardation and to promote awareness of the joint data collection project of the Western Interstate Commission for Higher Education (WICHE), an explanation of WICHE, its available data, and the possibilities for its utilization is presented. Dan Payne offers an explanation of the WICHE regional data collection system, its reliability, 25 pages of tabulated data listing over 1,700 items of information about 23,443 institutionalized retarded individuals, and a summary of data highlights. The implications of the data utilization for institutional administration are discussed by Gareth Thorne, and Robert Perry gives an account of general data utilization at the Colorado State Hospital in Pueblo. Specific research possibilities from available data are suggested by Horace Thuline. Information concerning the 219 known phenylketonurics in the sample is presented by Ronald C. Johnson who also discusses five possible explanations for the preponderance of males among those diagnosed retarded. John R. Marks looks at limitations of the project's scope and direction. (MK)

ABSTRACT 22641

EC 02 2641 ED N.A.
Publ. Date May 70 10p.
Adams, Margaret E.
Foster Care for Mentally Retarded Children: How Does Child Welfare Meet This Challenge?
EDRS not available
Child Welfare; V49 N5 P260-9 May 1970
Paper Presented At The National Conference On Social Welfare (New York, New York, 1969).

Descriptors: exceptional child services; mentally handicapped; foster homes; child welfare; social services

A discussion of child welfare and foster care for the retarded is based largely on the results of a study in seven cities involving monitoring all applications for foster (residential) care during a 3 month period. A brief history of residential care in institutions is provided with a view toward foster care by families as a workable alternative. Similarities and differences in caring for retarded and normal children are considered. For the 78 legally retarded children in the Seven Cities study (5.2% of the sample) intelligence, and age factors and reasons for referral are presented. Types of foster care in various communities are illustrated by case examples. Also discussed are administrative problems and the practice of placing children in foster homes while awaiting institutionalization. (RJ)

ABSTRACT 22710

EC 02 2710 ED 039 652
Publ. Date 67 92p.
Zarnari, Olga
Group Work with Parents of Mentally Retarded Children.
Center For Mental Health And Research, Athens, Greece
EDRS mf,hc

Descriptors: exceptional child services; mentally handicapped; parent counseling; parent conferences; parent role; developmental guidance; parent attitudes; agency role; administrative organization; group counseling; family counseling; behavior problems; foreign countries; Greece

Topics include the role of the family in the development and growth of the mentally handicapped (MH) child, the psychological impact of the MH child on the family, parental attitudes, and the need for guidance and counseling of parents of MH children. Also of concern are the agency framework, the goals aimed at by the group guidance program, the method of their work, and the organization of the groups. Also discussed are the problem of mental handicaps, the effect of MH on behavior, attitudes and feelings of parents, and the

organization of the Greek Association of Parents of Mentally Retarded Children. (JM)

ABSTRACT 22730

EC 02 2730 ED 039 672
Publ. Date 66 24p.
The Church and the Mentally Retarded Person.
Canadian Council Of Churches, Toronto (Ontario);
Canadian Association For The Mentally Retarded, Toronto (Ontario)
EDRS not available
Canadian Association For The Mentally Retarded, 149 Alcorn Avenue, Toronto 7, Ontario, Canada ($0.50).

Descriptors: mentally handicapped; church role; church programs; religious education; family counseling; Canada

Directed to ministers and lay church leaders, the booklet describes the mentally retarded and discusses how the church can minister to them and to their families. An appendix reviews what is currently being done in Canadian churches. (JD)

ABSTRACT 22735

EC 02 2735 ED 039 677
Publ. Date (69) 85p.
Abbott, Margaret And Others
Language Development: Educable Mentally Handicapped.
Grand Forks Public Schools, North Dakota;
North Dakota State Department Of Public Instruction, Bismarck
Office Of Education (DHEW), Washington, D. C., Bureau Of Elementary And Secondary Education
EDRS mf,hc

Descriptors: exceptional child education; mentally handicapped; language development; instructional materials; teacher aides; educable mentally handicapped; special programs; audiovisual aids; morphology (languages); grammar

With the help of a consultant and the special teachers, a teacher aide provided language development work in primary and intermediate classes for educable mentally handicapped children. Speech activities and a language development kit were planned. The aide's role differed in different classes, but as the year progressed she worked more with specific language handicapped children. Over three-fourths of the document consists of the kit materials developed in the areas of plurals and singulars, verbs, names, and comparisons and analogies. (JD)

ABSTRACT 22736

EC 02 2736 ED 039 678
Publ. Date Nov 69 73p.
Copple, C. Rockne And Others
Habilitation of Rural Educable Mentally Retarded Adolescents: A Handbook for Educators.
Eastern Montana College, Billings
Office Of Education (DHEW), Washington, D. C., Bureau Of Research
EDRS mf,hc
OEG-0-9-362020-0790(032)
BR-36-2020

Descriptors: exceptional child research; mentally handicapped; rural education; educational needs; educational programs; educable mentally handicapped; individual characteristics; vocational education; parent attitudes; administrator attitudes; counselor attitudes; student attitudes; consultants; cocurricular activities; individual development; Montana

A study was made of 20 rural high schools with enrollments of less than 110 and with an educable mentally handicapped student currently enrolled. Administrators, counselors, the educable students, and their parents were interviewed to determine provisions made for these students. In addition, the interviewers were concerned with what these people thought could be included in the school curriculum. These current and conceivable practices were submitted to six special education experts who rated them as to suitability. Each of the experts in turn composed a list of suggested practices in the areas of intellectual, social, emotional, moral, physical, and occupational development. These lists were submitted to parents who rated them on the basis of feasibility. (Author)

ABSTRACT 22743

EC 02 2743 ED 039 685
Publ. Date 69 301p.
Hurley, Rodger L.
Poverty and Mental Retardation: A Causal Relationship.
EDRS not available
Vintage Books, 457 Madison Avenue, New York, New York 10022 ($1.95).

Descriptors: economic disadvantagement; disadvantaged youth; lower class; migrant problems; mentally handicapped; incidence; environmental influences; health conditions; welfare; educational programs; intelligence; public education; etiology; New Jersey

The incidence of mental retardation among the poor and the reasons for such high prevalence are the focus of the text which is based largely on the state of New Jersey. Mental retardation is viewed as a social pathology which thrives in the ghetto; the effects of poverty and racial prejudice are explored as are the assessment of intelligence and adaptive behavior. Also discussed are the following: poverty and organic impairment, deprivation and intellectual performance, public education and mental retardation, the health crisis of the poor, welfare, and food assistance programs. The plight of the poor in Newark is cited as an example of urban poverty, while rural poverty is examined through a case study of migrant laborers. (RJ)

ABSTRACT 22749

EC 02 2749 ED 039 691
Publ. Date May 70 35p.
Residential Services for the Mentally Retarded: An Action Policy Proposal.
President's Committee On Mental Retardation, Washington, D. C.
EDRS mf
Superintendent Of Documents, U. S. Government Printing Office, Washington, D. C. 20402 ($0.50).

Descriptors: exceptional child services; mentally handicapped; residential care; residential centers; administration; residential programs; architectural elements; volunteers; program improvement

In an effort to indicate the needs and goals of residential care for the mentally handicapped, the booklet defines residential care and presents a statement of its purpose. Discussed are conditions under which residential care is appropriate, the legal rights of the individual, needed services, regional and community resources, and the living environment. Additional topics concern architectural design needs, programs and research, administrative and management services, advisory services, technology and new methodology for improvement, and parent and citizen volunteer workers. (JM)

ABSTRACT 23577

EC 02 3577 ED 042 310
Publ. Date Jun 70 77p.
Materials for Secondary School Programs for the Educable Mentally Retarded Adolescent.
New England Materials Instruction Center, Boston, Massachusetts
Boston University, Massachusetts, School Of Education
EDRS mf,hc

Descriptors: exceptional child education; mentally handicapped; work study programs; instructional materials; bibliographies; educable mentally handicapped; adolescents; resource materials; curriculum guides; audiovisual aids

Compiled are materials related to work study programs for the educable mentally handicapped adolescent. Items listed include professional books, textbooks, resource aids, journals and articles, curriculum guides, instructional materials, and audiovisual aids. The materials are grouped according to academic areas (mathematics, science, social studies, English, reading), vocational education (general, industrial arts, home economics, jobs, trades), and social skills (general, safety, driving, recreation, home care, health, social adjustment). Also included are sections on supplementary audiovisual materials, tests, and professional books. Some materials are breifly annotated; detailed descriptions of the others are available from the retrieval filing system at New England Materials Instruction Center. (KW)

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